English for Iraq

Republic of Iraq,
Ministry of Education

3rd Intermediate Student's Book

by **Terry O'Neill**
and **Peter Snow**

Garnet
EDUCATION

Language learning activities	Grammatical areas	
• Describing people, places and things • Telling the time • Expressing purpose orally and in writing • Listening for gist and detail and to understand style • Reading for gist, specific information and vocabulary development • Writing emails: describing a friend	• *There is/are …, It has …* for describing places • Adjectives and the modifiers *very, quite, really* • Present and past continuous • Expressing purpose with *so you can …* and *to help you to …* • Question formation	• Compound words • Giving reasons
• Expressing likes and dislikes • Making suggestions • Talking about stories • Giving opinions and advice • Listening for questions and answers • Listening for numerical information to transfer to tabular form • Reading for gist and detailed understanding • Reading and transferring information to tabular form • Guessing words in context • Improving written text	• Verbs + gerund / Verbs + infinitive • Present simple and past simple tenses • Compound and complex sentences	
• Listening for word stress, gist and specific information; taking notes • Describing and comparing animals • Expressing feelings, opinions, agreement and disagreement • Discussing probable and less probable consequences • Reading factual texts for gist, detail, inference and figurative language • Writing a questionnaire	• Comparative and superlative forms of adjectives *... (not) as (beautiful) as ...* • First and second conditional tenses • Past habitual tense (*used to*) • Possessive adjectives and pronouns • Present simple passive with *can*	
• An end-of-semester test in the Activity Book		
• Listening and understanding biographical information • Talking about sport • Reading a newspaper: using index and headlines • Using a TV programme guide	• Contrasting past simple and past continuous • Question forms • Subject and object pronouns • Future simple with *will*	
• Listening for gist, language and details; taking notes • Talking about plans for the future • Reading for gist, language and text organization • Writing sentences, a paragraph about self and a career history	• *going to* + infinitive to express plans for the future • Defining relative clauses with *who, which, that* • Articles: *a, an, the,* zero article	
• Listening to an illustrated narrative for gist, then detail • Expressing opinions about ways of travelling • Practising conversations for pronunciation • Using a questionnaire for oral practice • Reading for specific information and detail • Making deductions from short texts • Writing sentences, a paragraph and a letter • Apologizing	• Position of adverbials • Present perfect and past simple tenses • Present and past simple passive	
• An end-of-semester test in the Activity Book		

Unit 1

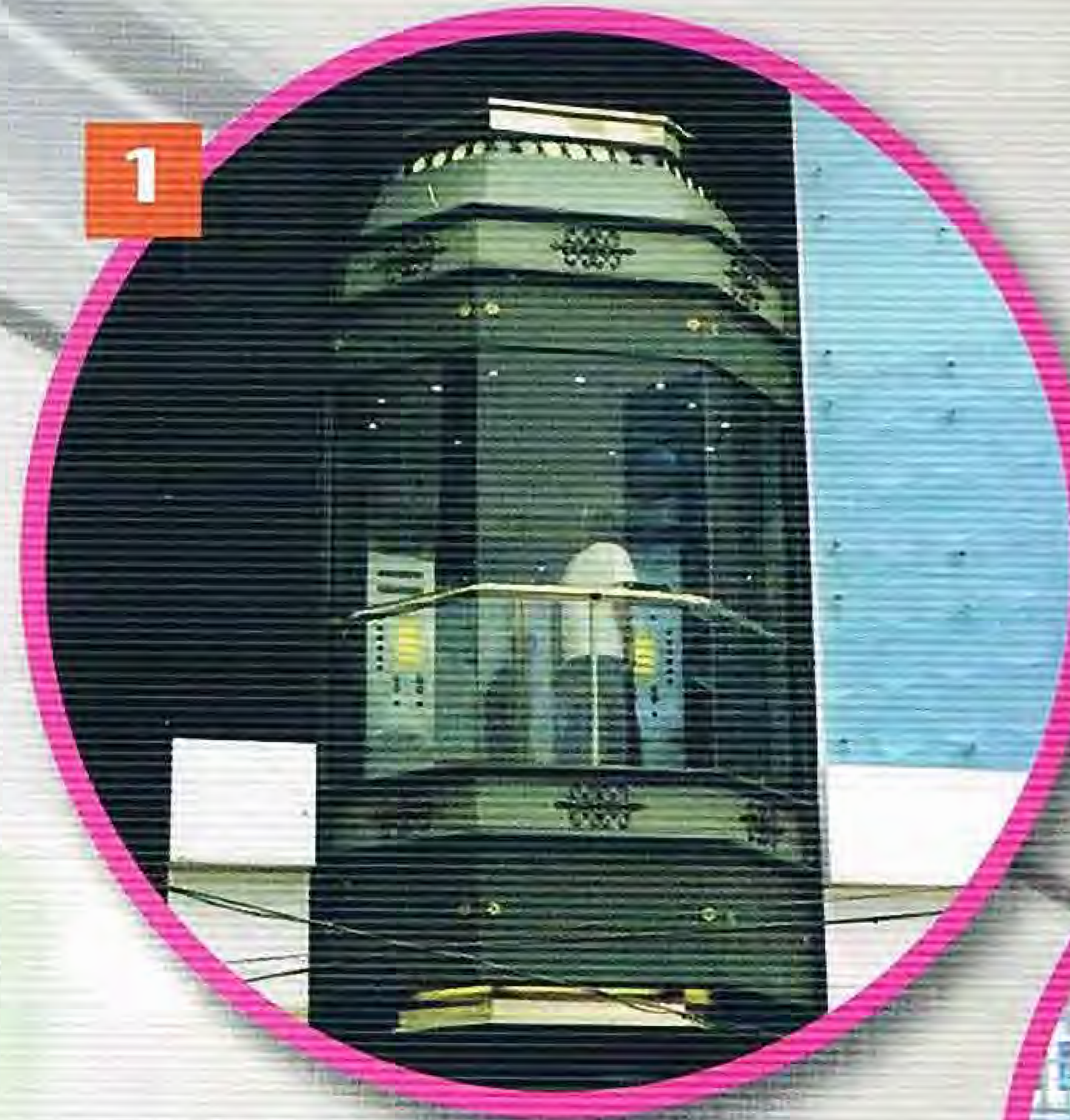
Lesson 1

AB3–4

At the mall

Look at the pictures. Match the numbered items with the words in the box.

clock information desk queue
security guard shop assistant plant
cinema lift escalator





Read what Richard says about a mall in England. What does he like?



We've got a big mall in Manchester. I like going there with my family. It has lots of good shops. I like the sports shops and the ones that sell video games. There are loads of clothes shops. My father likes the electronics shops. He likes buying things for his computer.

There isn't a supermarket, so we can't go food shopping there. I like going up and down in the lift because you can see everything.

There are plants and trees everywhere. And there's a big car park next to the mall. It has three floors. Sometimes my father can't find his car when we finish shopping. He gets very angry!





Talk about a local mall. Use the language below to help.

There is	an information desk.
There are	lots of clothes shops. shops that sell computers. some plants and trees.
There isn't	a supermarket.
There aren't	any sweet shops.

It has	a big car park. lots of clothes sho
It doesn't have	a swimming poo any bakeries.

AB3

5


6


7


8


9


Choose a person or a place from one of the pictures. Describe it for your partner to guess.

AB3–4

Hurry up! It's time to go!

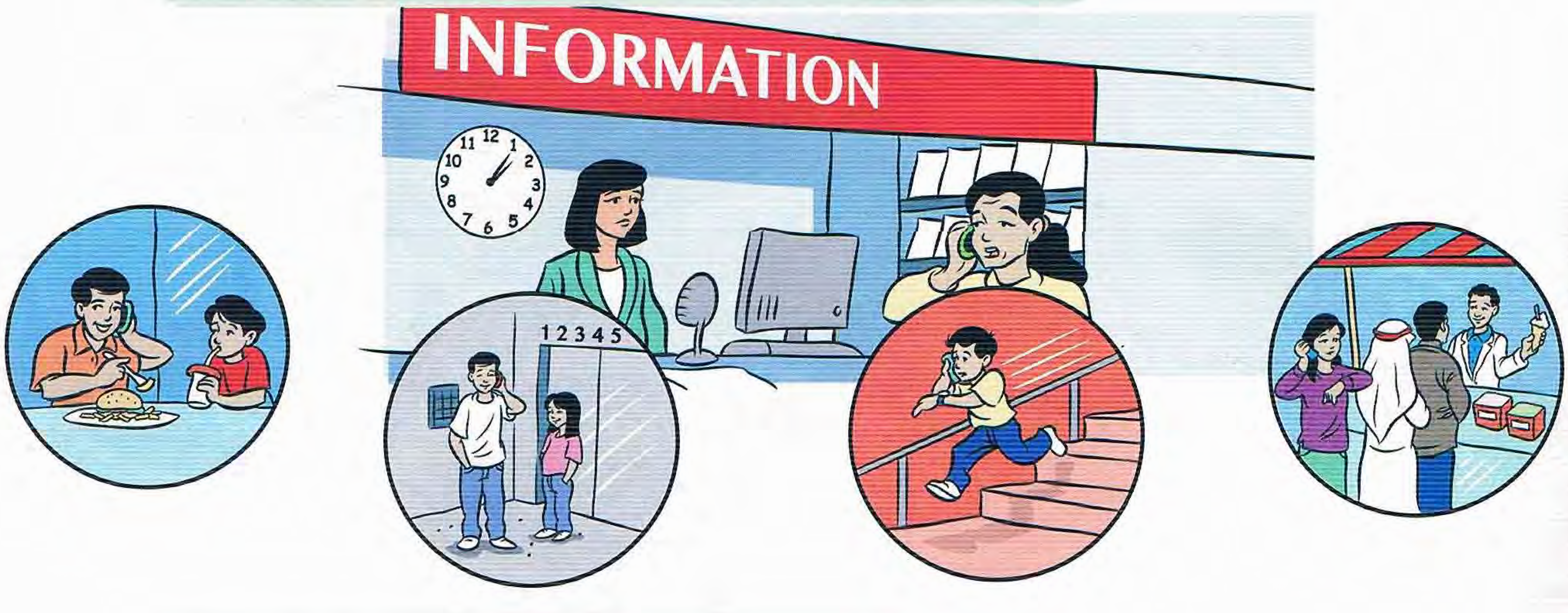
Which clocks show the same time?





Now say the times.

The mother in the picture looks worried.
- Why do you think she is worried?
- What do you think she is saying on the phone?



1 Listen to the four conversations. Point to the correct picture.

A



B

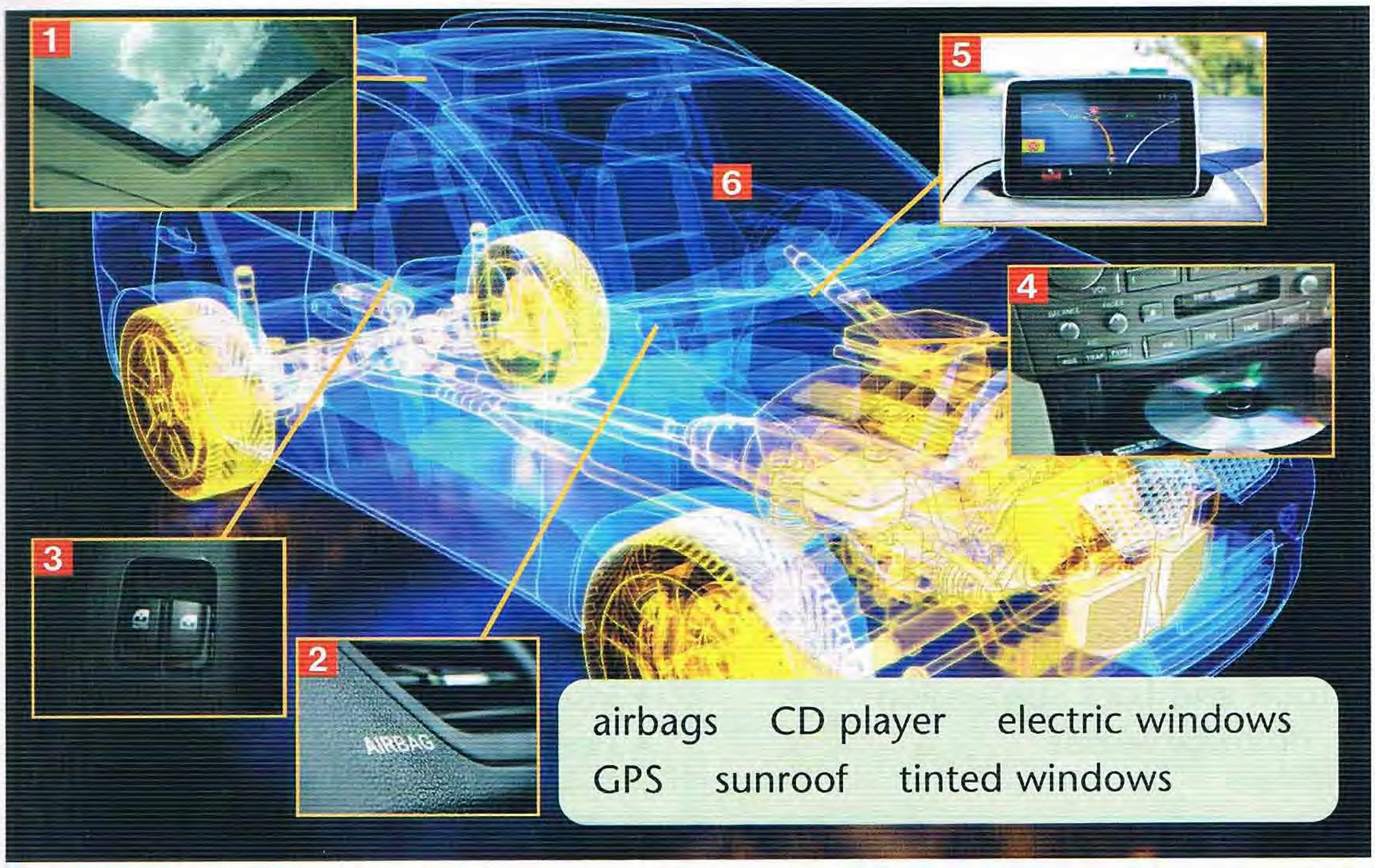


Look at the pictures and read the conversations. Which one happens first – A or B?

AB4–6

Car of the Year!

Match the numbered car extras with the words.



airbags CD player electric windows GPS sunroof tinted windows

Read the newspaper article. Does the writer like the Panther 3.0D? How do you know?

CAR OF THE YEAR AT ONE OF BAGHDAD'S MOTOR SHOWS!

I'M HERE AT ONE OF BAGHDAD'S MOTOR SHOWS, and the car everyone is talking about is the Panther 3.0D. The new Panther is Car of the Year and it's really fantastic! It's a car everyone wants to come and see. Some people just stand and gaze at its beautiful shape. Others want to sit in the driver's seat and dream. Some young men are more interested in the engine – and what a great engine! It's beautifully made and looks like an engine from a much more expensive car.

Even the very young are interested. Children sit in the back and try the electric seats and windows. Their older brothers and sisters play with the built-in video-game player. These are standard for all models. Other standard features are GPS, the sunroof, tinted windows and a fantastic CD player.

Switch on the engine and it runs so quietly. Try all the extras and they really are fun. But there's more! There's loads of space inside. The Panther 3.0D has seats for eight people – two in the front, three in the middle and three in the back. And there's space for all their bags.

It looks very expensive, but the Panther 3.0D is actually quite cheap. And you don't need a lot of money to run this car. It does 12 kilometres to the litre and has a four-year warranty.

But there's something even more important. This is a really safe car. You don't have to worry in an accident. There are airbags for the driver and passengers and many other safety features.

Is the car in the picture the Panther 3.0D? Read again carefully.

AB7–9

Buying and selling

Look at the pictures. 2 Then listen and think. Which objects are the people describing?

Mountain bike



- disc brakes
- front and back suspension
- comfortable ride

Lightweight tent



- easy to put up
- clear instructions
- insect-proof
- sleeps two

Who are the people in the conversations?

Discuss the new vocabulary. What do the words mean?

Compound words

Words in English are sometimes made from two nouns.

Example:

windproof = *made from material that wind can't get through*

disc brakes = *brakes that use discs*

Can you think of any other compound words? Look at Student's Book pages 4 and 7.

Giving reasons

There are disc brakes to help you stop quickly.

It has the latest suspension to help you keep on the road.

It is easy to put up so you won't waste time.

There are clear instructions, so you can put it up easily.

Think about the features of the Panther 3.0D. What are they for?

AB10

What are they for?

Look at the adverts. How can these things help you?

1



2



3



4



Match the adverts above with what people say.

A I tried one yesterday and it was fantastic! It turns so well!
B Huda has a pair. I think they look great on her.
C I love them! They are so comfortable and stylish and my exact size!
D Mine's grey and I hate it. I'll have to get a new one.

AB11

What do they look like?

Look at the pictures of Ahmed and Sally. What do they look like?

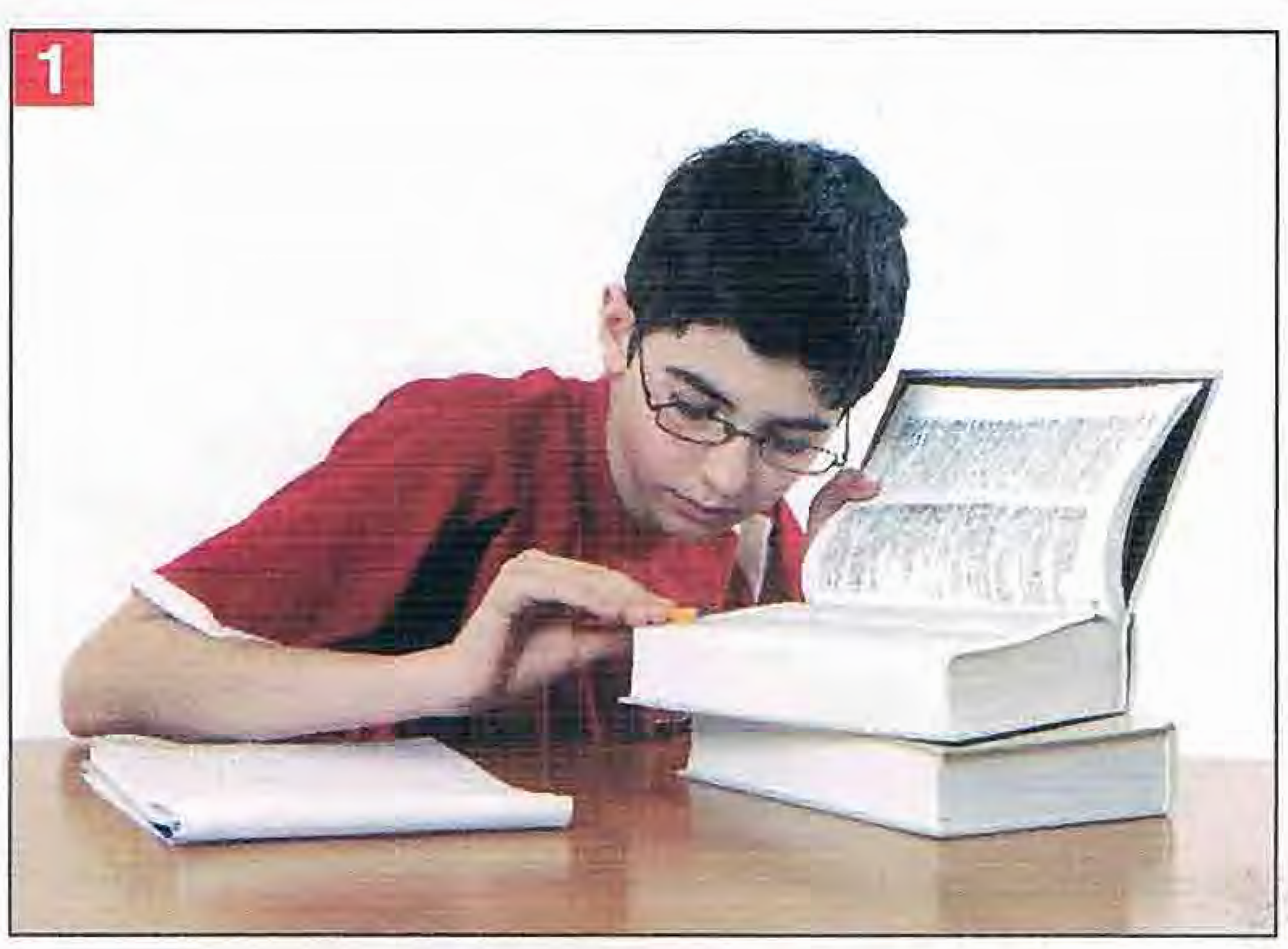
He/She	is wearing	a	pink headscarf.
			grey trousers.
	has	a	pink bag.
		a	skateboard.



He/She	has	straight	black	hair.
		curly	brown	
		blue	eyes.	
		brown		
	is	quite	tall/short.	
		a bit	thin/fat.	



Describe someone in the pictures below for your partner to guess.

1


2


hard working
sporty
musical
artistic
friendly

3


4


5


Guess the character of three of the people in the photos. Use the words to the right to help you.

AB12

Good friends

Read the two emails. Find one thing Sally and Ahmed have in common.

New school year

From: Dina
To: Auntie Amal

Dear Auntie Amal,
How are you? I'm now in 3rd Intermediate at school and I'm enjoying my lessons. My best friend at school is Sally. She is really creative, so she likes the art lessons. She paints really well. I want to learn and she said she will teach me. She's very helpful. I said I will help her with her maths homework. She likes maths, but she's not very good at it.
Sally is very nice-looking, but a bit short! She's got beautiful curly, brown hair and dark brown eyes. She's very kind and really good fun. She's also very friendly, and I think we're going to be good friends for ever!
Email me soon.
Dina

My best friend

From: Zaid
To: Younis

Hi Younis
There's a new guy in our class. He came to the school some time last week. He's called Ahmed. He's really cool. He's good at loads of things. He's really hard working and knows a lot of maths, science and English.
He's also very sporty and really good at volleyball. He was on my team and we won easily.
He's funny looking. He's quite tall, with short, black, straight hair. He's clever and talkative and really good fun, and he's really kind, too.

Tell me your news!
Zaid

Write an email to a relative about your best friend in your notebook. Write about their appearance and character. Use some of the words in red in the emails above and the language tables at the top of page 10 to help you.

AB12–14

Unit 1

Lesson 8

AB14

Writing an advert

Work in pairs. Look at these three adverts for toothbrushes. Ask and answer questions about each of the toothbrushes. Use the following prompts to help you.

Which toothbrush is:
- the most/least expensive?
- the best for travelling?
- the fastest?
- available with changeable brushes?
- available in the most colours?







Choose a toothbrush from the adverts above and tell your partner why you have chosen that toothbrush and why you haven't chosen the other two.

I'm going to buy the Pro dental because it is less expensive than the Sonic 2000. It is also ...

AB14

Round up

In this unit you have practised the following things:

1 Describing places.

There is a supermarket.
It has a supermarket.
or It has got a supermarket.

There isn't a swimming pool.
It doesn't have a swimming pool.

Is there a sweet shop?
Are there any sweet shops?

There *are* lots of shops.
but It *has* lots of shops.

There aren't any bakeries.
It doesn't have any bakeries.

Does it have a sweet shop?
Does it have any sweet shops?

2 Describing a continuous state.

Present
I am talking to my friend.
He is wearing a green jacket.

Past
I was talking to my brother.
He was wearing his white trainers.

3 Telling the time.

It's three o'clock. 15:00
It's ten past three. It's three ten. 15:10
It's twenty to four. It's three forty. 15:40

4 Adjectives.

Note the order of adjectives:

opinion	size	age	shape	colour	origin	material
beautiful	little	new	curly	black	French	plastic

It is a beautiful, little, black, French table.
She has beautiful, curly, black hair.

5 Describing people.

He is quite tall and a bit thin.
He is kind and helpful.
He has straight black hair and brown eyes.
He is wearing a white shirt. *or* He has a white shirt.

6 Compound nouns.

We can make many new words in English by joining two words together.
Examples: litter bin, information desk, sunroof, windproof

7 Giving reasons.

The car has a CD player, so you can listen to music.
It also has air conditioning to help you keep cool.

8 And you have ...

- compared formal and informal ways of describing things.
- written diary entries and exchanged information orally.
- written two emails to a friend.
- written an advert.

AB15–17

Unit 1

Lesson 10

AB17–18

4

Lucky customer 50

Reading

STORY TIME

Read the extract and answer the questions.

1 Can you find three words used to describe Kareem's character?
2 What is the name of the new book Kareem wants to buy?
3 What does 'saving up' mean in paragraph 1?
4 What do you think the collection of poems *Islands of Salt* is about?

Kareem walked quickly past the department store and hurried towards the bookshop. As he got closer he saw there was a long queue forming outside the door to the shop and his heart sank. He had been saving up for months and wanted to be the first one to buy the new book by his favourite poet – now he would have to wait in line. As he stood waiting, the hard-working schoolboy pulled the advert for the new book out of his pocket.

Kareem had read all of Al-Nawab's poems at least twice and found them very interesting. The quiet boy spent most of his free time reading or writing his own poems and his parents, friends and teachers all said he was very imaginative. It was Kareem's dream to be a famous poet himself one day.

Finally the shop door opened and the owner welcomed the queue of customers in. When Kareem got to the door, the shop owner suddenly rang a bell and everyone started clapping and cheering. Kareem was very surprised and didn't know what was happening. After a while the shop owner saw Kareem's confusion and explained, 'You are the 50th customer through the door today, young man. There is a big prize for customer number 50 … you will get to meet Al-Nawab. Are you any good at writing poems?'

'Yes! I've got notebooks full of poems,' replied Kareem. He felt a surge of happiness as he understood what was happening. His patience was being rewarded. It was a good thing after all that he wasn't first to buy the latest book.

NEW RELEASE

from bestselling poet Mudhafar Al-Nawab

Come to Al Saqi Bookshop on 23rd November and get your copy of Al-Nawab's new collection of poems *Islands of Salt*

PLUS an extra special prize for the 50th customer of the day!

AB17–18

A perfect holiday

Read the advertisement. Name all the activities in the photos.



Talking about likes and dislikes

I	love	swimming.
	enjoy	horse riding.
	like	camping.
	don't like	fishing.
	hate	sailing.

Think about your likes and dislikes. Discuss your perfect holiday with your partner.

AB20–21

Spare time

5 Listen. Where do the boys decide to go? Order the dialogue as you hear it.



- [ ] I'd rather not. I don't like the films at the cinema at the moment.
- [ ] Let's go to the mall. There's a new game shop and we can have lunch there.
- [ ] What, to play football?
- [ ] How about going to the park?
- [ ] No, it's too hot.
- [ ] OK. What *would* you like to do?
- [ ] Yes! That's a good idea.
- [ ] What would you like to do this afternoon?
- [ ] I hope you have some money.
- [ ] I don't know.
- [ ] I'd rather go to the cinema to watch a film.
- [ ] Yes. Why not?

Expressing preferences and making suggestions

I'd like I'd love Would you like	to go	to the beach. to the mall?
I'd rather Why not Let's	go	
How about	going	

What would you like to do at the weekend? Discuss with your partner.







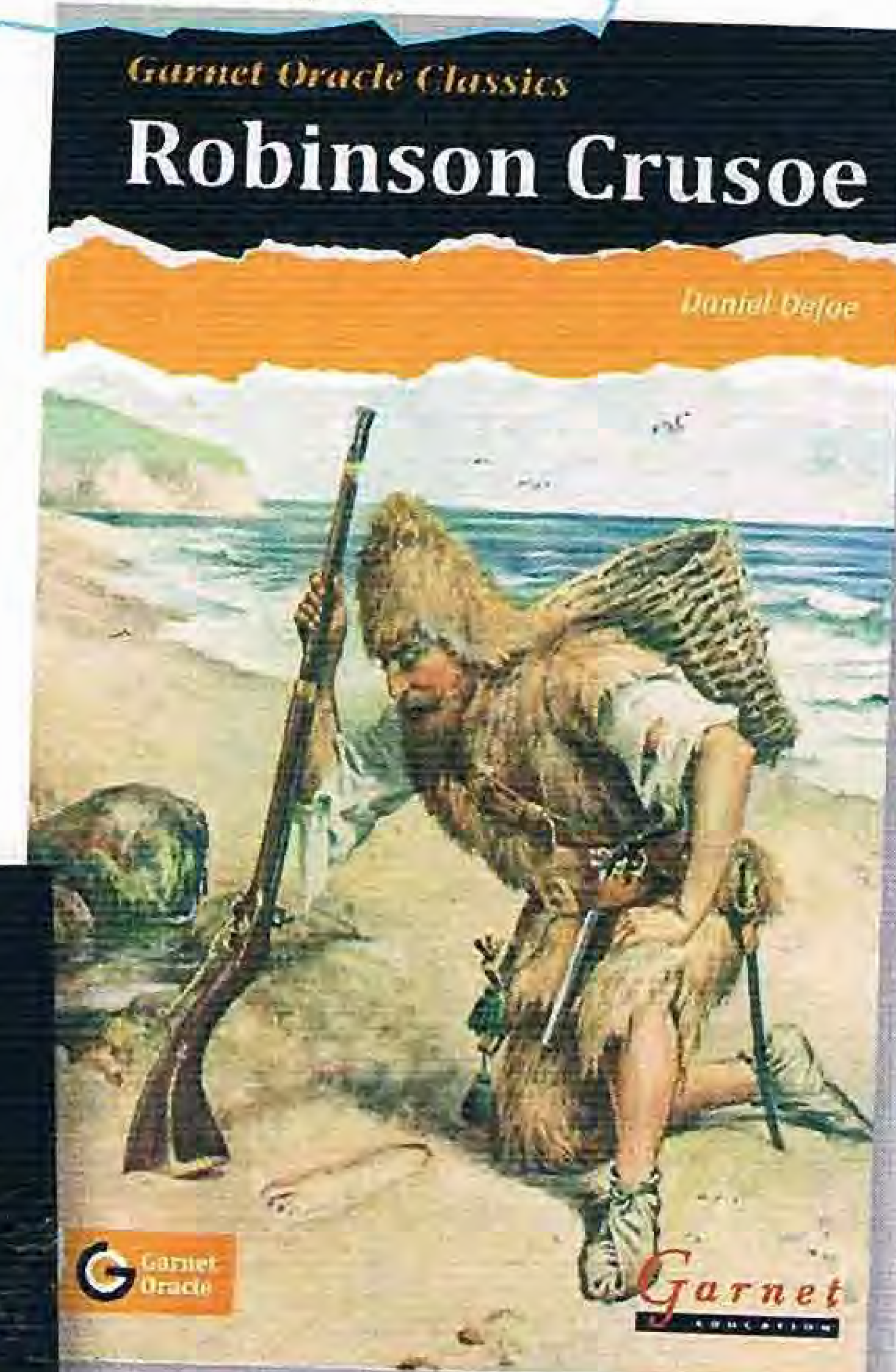
AB21

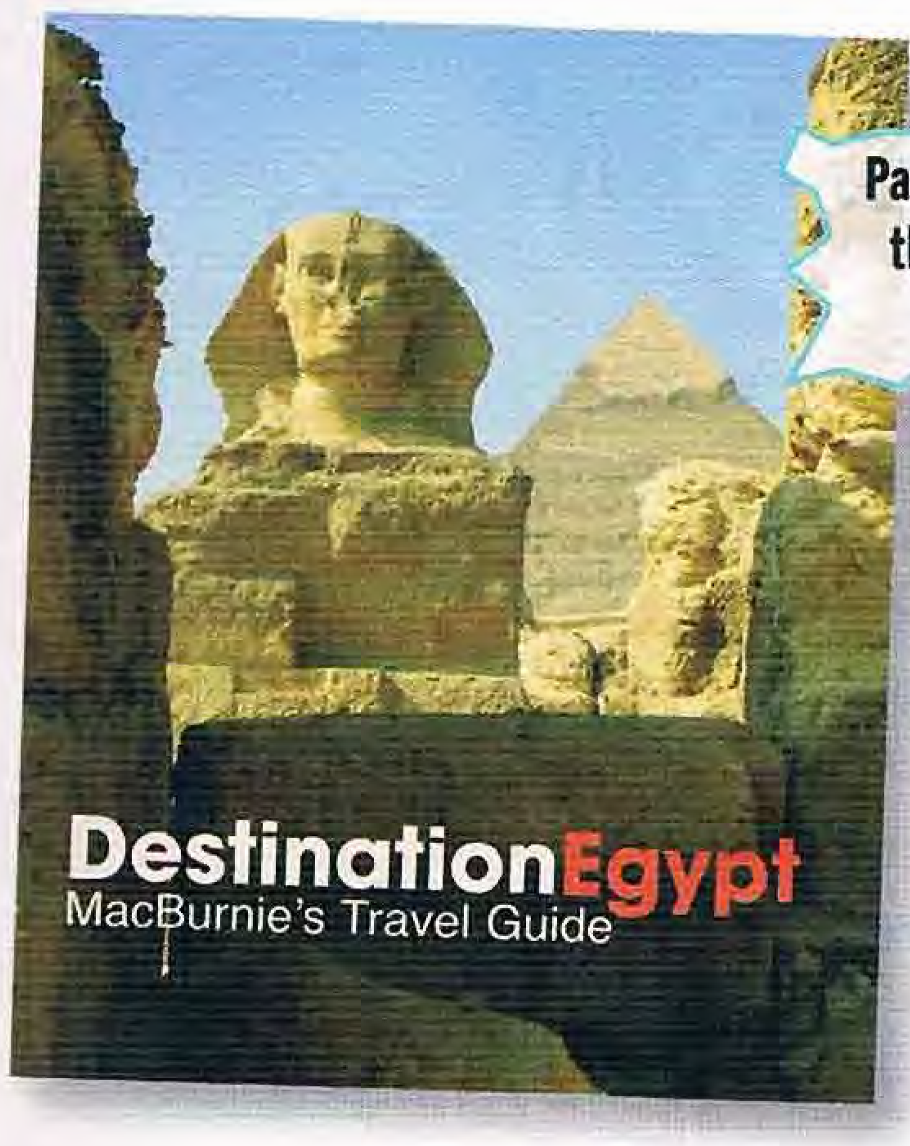
My favourite kind of book

Study the book covers and reviews. Match each book to a type in the box below.

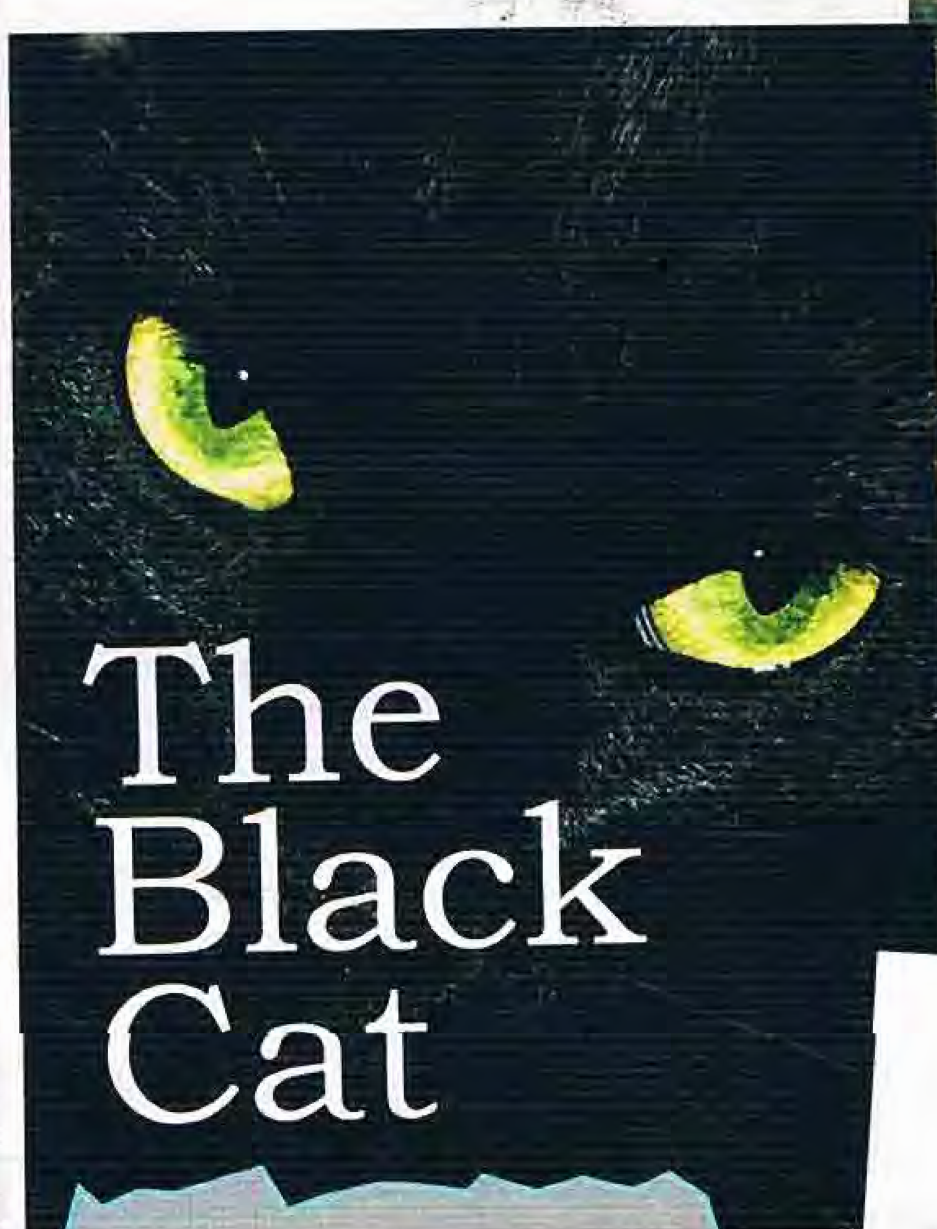
horror   comedy   travel   fiction   adventure

One of the first novels in the English language.

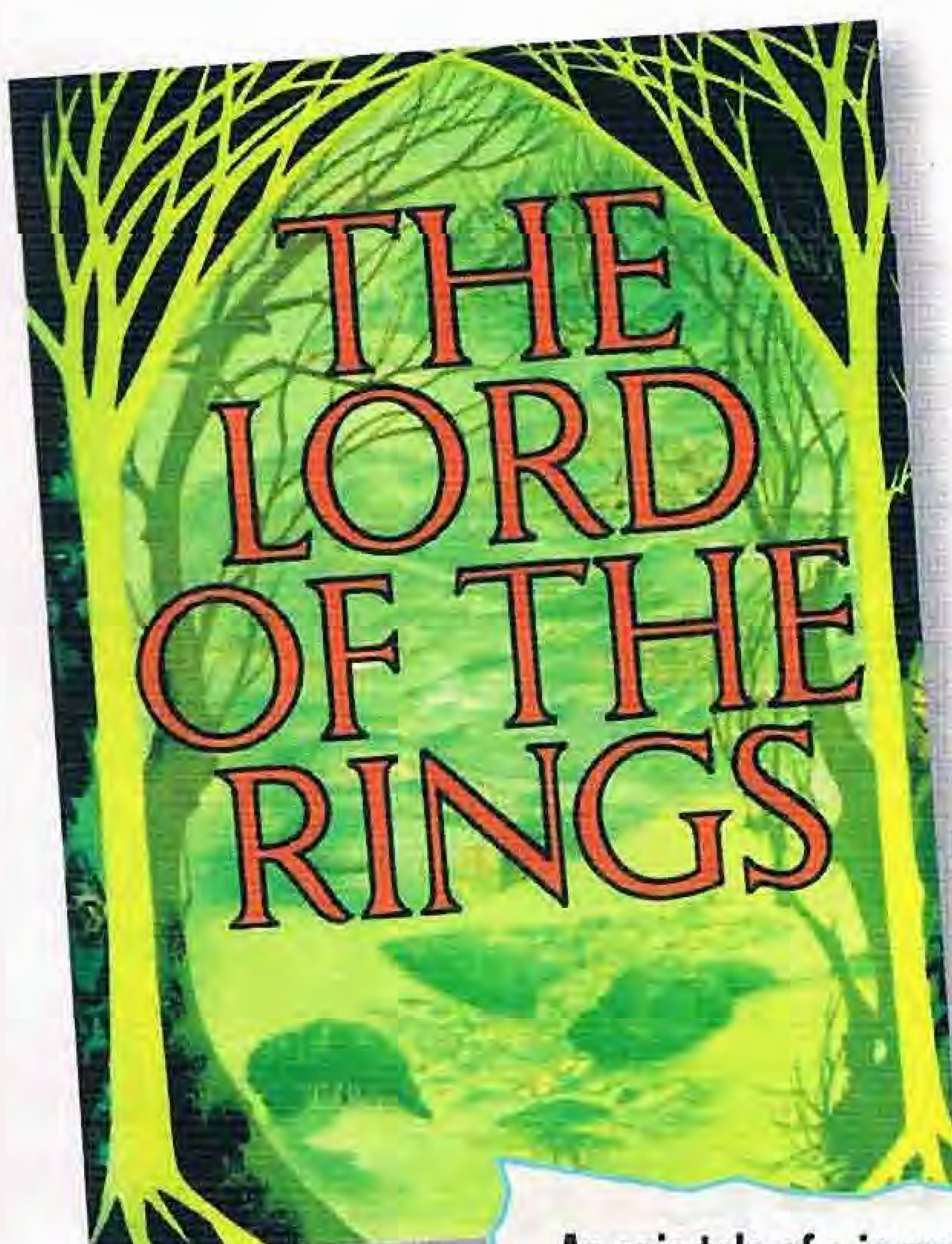




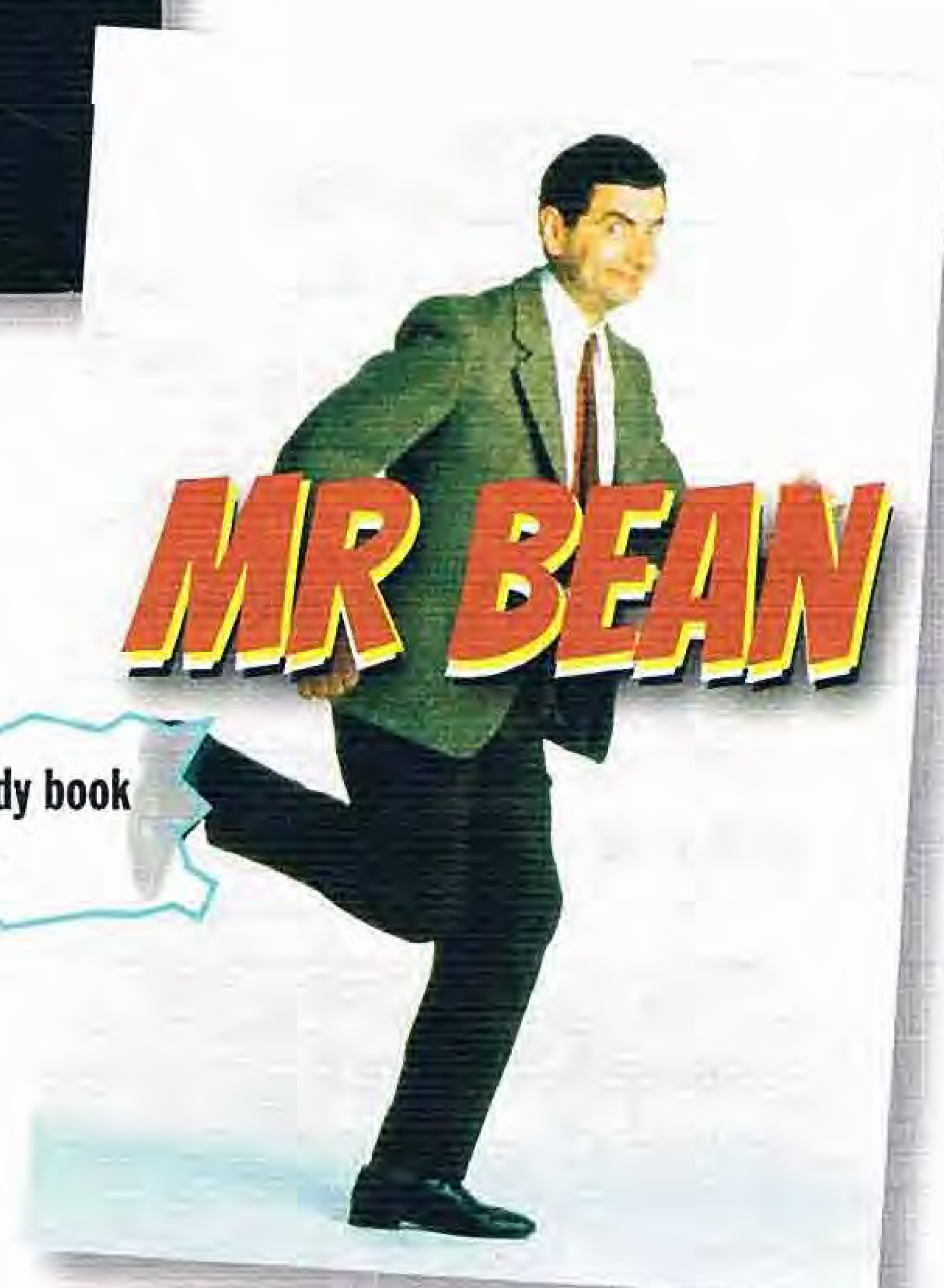
Packed with detailed information, this is the definitive guide for the discerning traveller. Don't go without it!



The sinister events in this story will keep you awake at night.



An epic tale of a journey to destroy evil set in another world.



The funniest comedy book of the year.

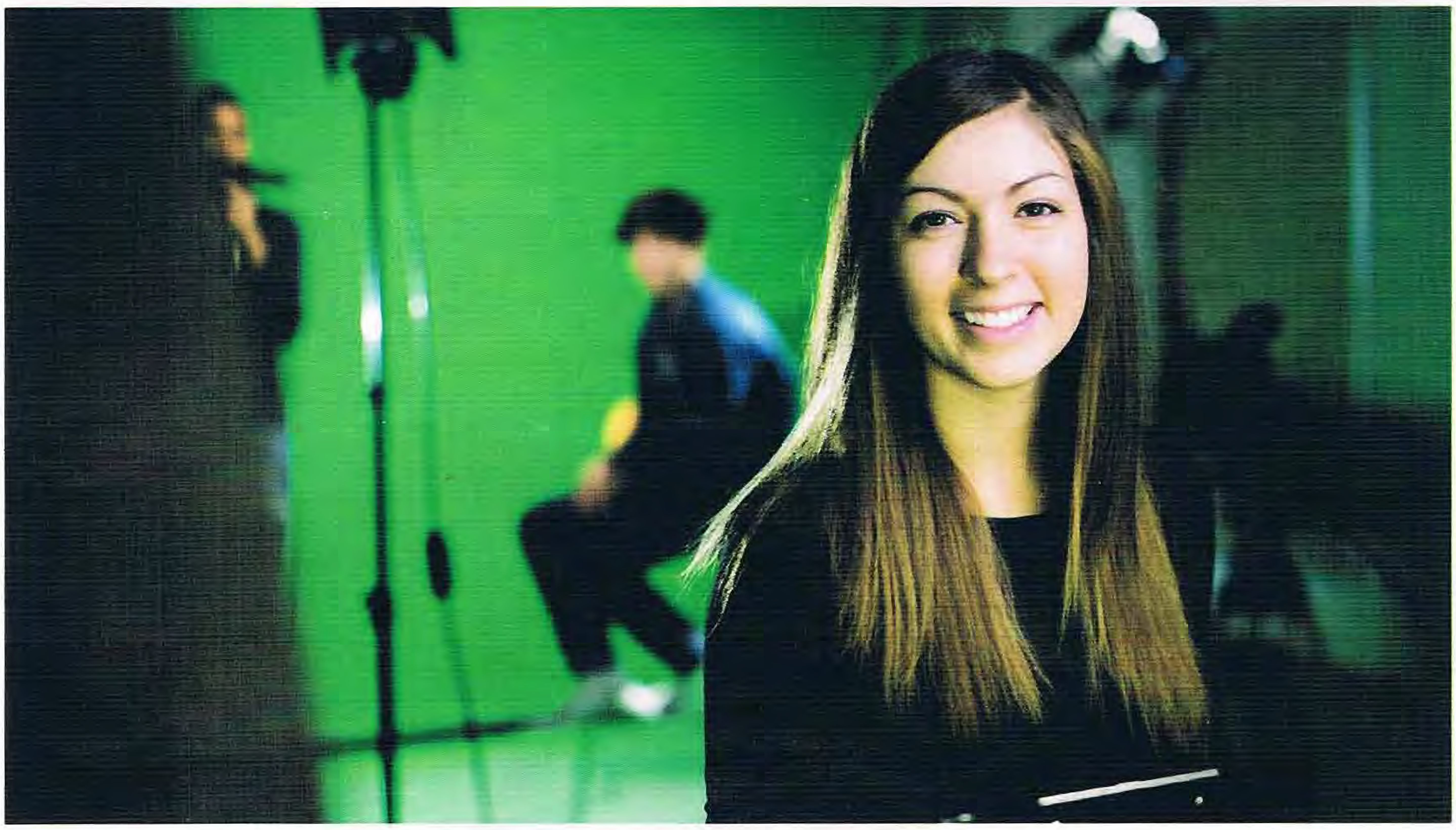
The island was empty ... Was this a good thing or a bad thing? It was terrible to be alone, but people might be dangerous. There were frightening stories about the islands ... my heart was full of fear.

Robinson Crusoe is the only survivor of a shipwreck. He is alone and afraid on an island far away from anywhere. Over twenty-eight long years, he turns the island into a home. Then, one day, he finds a footprint in the sand. Is there someone else on the island? Will Robinson Crusoe ever leave the island?

AB22–23

Work or play?

This is Lucy Fisher. She is the star of a new TV comedy. Some students are interviewing her. Match the questions and answers.



Questions	Answers
How old are you?	Six months.
What character do you play?	I play the part of Samara.
What kind of TV programme is it?	I saw a poster at school.
How did you get the part?	I'm 16.
How long did it take?	It's a comedy.

Think of some more questions to ask Lucy. Make a list.

6 Listen to the interview. Do the students ask any of your questions?

Asking about the present and the past

Present simple	Past simple
How old are you?	Were you happy?
What character do you play?	How did you hear the news?

AB23–24

Two conversations

7 Listen to the conversations. Then practise in pairs.

I went to the cinema yesterday.

Oh, yes? What did you see?

A	B
The Night of the Killer Cockroaches.	Taxi City.

What kind of film is that?

A	B
It's a horror film.	It's a factual film.

So, what's it about, anyway?

A	B
These cockroaches. They're huge. They start attacking people.	The taxi driver, who is also the director, films and records his journeys and discussions over two or three days.

That sounds a bit strange.

A	B
Yes, it's not very good.	Yes, but it's good.

Who's the main character?

A	B
The leader of the team to kill the cockroaches is called Mason Dixon.	It's the driver – he's called Ahmed. So, it's him and all the different people he takes in his taxi.

What's the ending like?

A	B
It's not very good. The cockroaches are cornered and end up being zapped.	It's great. It also shows how effective a low budget film can be.

So, do you think I should see it?

A	B
No, it isn't really very good.	Yes. It's on for another week.

Ask and answer with your partner about a film you have seen recently.

AB24–25

A TV comedy

Look at the magazine article. What kind of TV show do you think it is about?

STAR! Magazine

Schoolgirl in new TV comedy

16-year-old takes main part

Wonderful! *Very, very funny!* Fantastic!



Lucy Fisher, 16, talks to *Star!* Magazine about her part in the new TV comedy, *The Badri Family.*

a


b


c


d


e


In this comedy, I play Samara, the daughter in a traditional family. I live with my mother, father and younger brother. [1] My brother is very clumsy and is always having silly accidents. [2] In the first episode, he accidently put salt instead of sugar in my mother's tea and it tasted awful! In every episode he trips over a lot and drops things.

I really enjoyed filming the latest episode because we go away as a family on a holiday. [3] We stay in a fancy hotel with a swimming pool and my brother falls in the pool with all his clothes on! He gets soaked. [4] Later that day, he spills his drink at lunch and then slips in the puddle. [5] Next week, we are filming an episode where my brother puts cleaning fluid on his hair instead of hair gel and his hair turns green. It's going to be so funny!

STAR! Magazine Issue 254 July 12

Read the text. Match the numbered sentences to photos a–e.

AB25–27

Invitations

Read the emails and advertisements and answer your teacher's questions about the two events.

School Graduation Party!

The amazing end-of-year graduation party for students of Al-Quds Intermediate School

Thursday 15th April
In the main hall of the school

Doors open 9.30 a.m.
Party starts 10 a.m.
Tickets: Free

The greatest show on Earth!

Happy Town Circus is coming to Al-Jadiriyah for one week from Saturday 18th March
Doors open at 7.30
and the show starts at 8.00
Seats 10,000, 20,000 and 30,000 IQD
To book on the internet, visit our website at:
www.happytowncircus.com

RE: Graduation party

Hi
I've got two tickets for the school graduation party on Thursday. You must come. The performances are always really good. It starts at 10 a.m. but we need to be there by 9.30 a.m. Let me know tomorrow so I can give the ticket to someone else if you can't come.

RE: Circus

Hello Ahmed
The circus is in town next week for one week. I've been before and it's fantastic! Do you want to come? Are you free on Tuesday or is Friday better for you? I can get tickets on the internet. Please let me know as soon as possible because I think it will be very popular.
PS the seats cost up to 30,000 IQD. Shall I get the cheapest?

Study the dialogue below about the school graduation party. Role-play a similar dialogue about the circus.

Hi. Would you like to come to the school graduation party?
Oh, that sounds good. When is it?
It's on Thursday 15th April.
What time does it start?
Well, the party starts at 10 a.m. but the doors open at 9.30 a.m.
Oh, OK. I think I can make that. How much are the tickets?
They're free. Shall I get one for you?
Yes, please. I'm looking forward to it!

AB28–29

My favourite movie

Look at the fact file. Write the words in the gaps below.

~~Titanic~~ especially expensive survivor tragically



Fact File

Title	Titanic
Released	1997
Genre	Drama, romance
Director	James Cameron
Scriptwriter	James Cameron
Stars	Leonardo DiCaprio, Kate Winslet
The story	The film starts with the departure of the Titanic from the port of Southampton in England in 1912. The story is told by Rose, a ________ of the disaster who is now very old. She narrates the events of that tragic night when the ship hit an iceberg and sank. Over a thousand passengers drowned at the time and the old lady retells her story to a present day rescue team searching the actual wreck.
Interesting facts	At the time, this was the most ________ film ever released. It cost #200 million. This is more than the original cost of building the Titanic. The ship became famous because it was thought to be unsinkable. However, ________ it sank on its first voyage.
My opinion	I loved it. It surely has to be one of the greatest films of the 20th century. I ________ liked the real-life footage showing the wreck at the beginning of the film. The sets are fantastic and the acting is really good.

Ask and answer with your partner.

When was *Titanic* released?

It was released in 1997.

AB30

Round up

In this unit you have practised the following things:

1 Talking about things you like or dislike.

I love swimming.
I enjoy surfing.
I like camping.
I don't like fishing.
I hate sailing.

2 Expressing preferences and making suggestions.

I'd like to go to the beach.
I'd love to go to the park.

I'd rather go to the fun fair.
Why not go to the theatre?
Let's go to the mall.

Would you like to go to the mall?

Yes, I'd love to.

How about going to the museum?

Yes. Let's go.

3 Making invitations and arrangements.

Are you free on Thursday?

Is Friday better for you?

Shall I get the cheapest seats?

We don't need to get tickets in advance. We can get them on the door.

4 Words that go together.

Some words go together, and it is easier to remember them in pairs, for example, *verbs* and *nouns*:

kick – ball
play – game
read – book
watch – television
spend – time

You can start with a pair and then add new ones.
Example: read – newspaper / magazine / letter

5 Present simple:

Questions with *to be*

Are you a movie fan?	Yes, I am. *or* No, I'm not.
Is he an actor?	Yes, he is. *or* No, he isn't.
How old are you?	I'm fourteen.
What kind of TV programme is it?	It's a comedy.

Questions with other verbs

Do you like movies?	Yes, I do. *or* No, I don't.
Does he play your brother?	Yes, he does. *or* No, he doesn't.
What part do you play?	I play the daughter of the family.

AB31–32

6 Past simple:

Questions with *to be*

Were you happy?	Yes, I was. *or* No, I wasn't.
Was she surprised?	Yes, she was. *or* No, she wasn't.
Why weren't you hopeful?	Because there were 200 girls at the film test.
What was his name?	He was called Jackson – Peter Jackson.

Questions with other verbs

Did you always want to be an actor?	Yes, I did. *or* No, I didn't.
Did she want you to do the show?	Yes, she did. *or* No, she didn't.
How did you get the part?	I got it after a film test.

7 Talking about films.

I watched a good film last week. It's called *Titanic*. It's an adventure about the famous ship that sank. It lasts three hours. It's very interesting and it has a great ending.

Useful questions are:

What's it called?

What's it about?

Who wrote it?

How does it end?

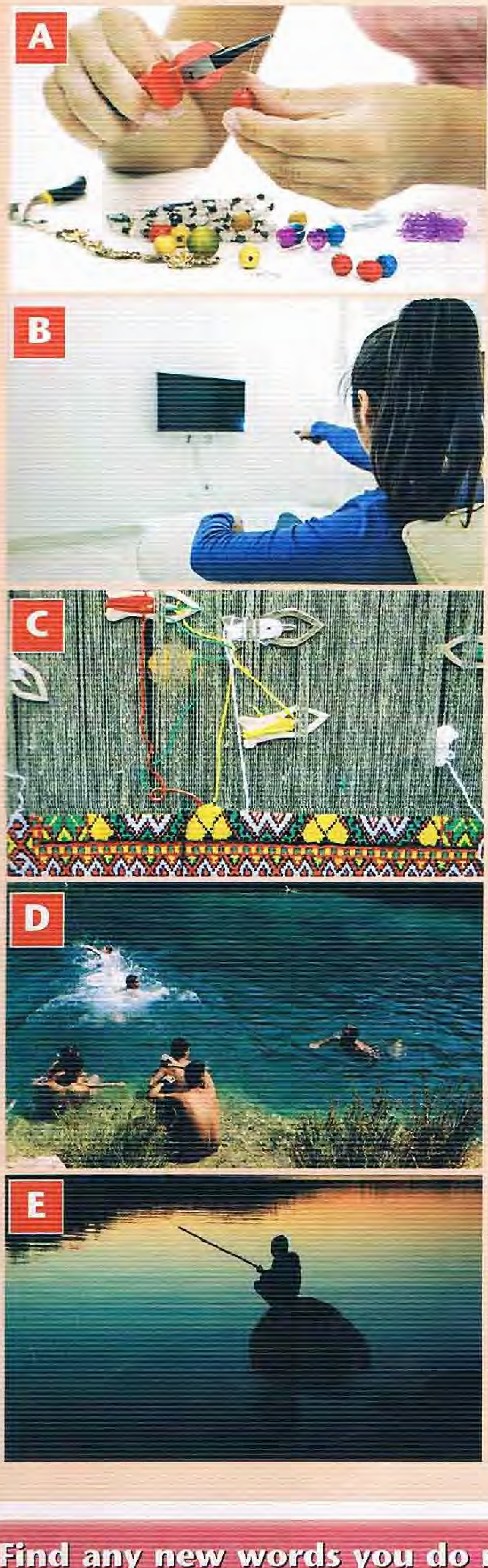
8 And you have ...

- made compound and complex sentences.
- edited texts for grammar and spelling mistakes.
- made notes about a book you have read.
- written email invitations.
- made a summary of a story orally and in writing.
- completed a fact file for a film.

AB31–32

What is your hobby?

What are some of the most popular hobbies? Read the magazine article and find out.



Do you have a hobby? What is a hobby? Generally, this is something you do in your spare time for enjoyment and relaxation rather than something you do to earn money. Though sometimes a hobby can turn into a job. Hobbies can include collecting things, doing something creative or artistic, playing sports and other games or, of course, simply **watching television**. By continually participating in a particular hobby, one can acquire substantial skill and knowledge in that area.

If you live near the river, you may enjoy **swimming** or fishing. On a sweltering hot day, there is nothing more refreshing than jumping into the cool water and it's fun to race your friends to the other side. With enough practice, you may even get fast enough to train to enter competitions and one day compete in the Asian Games or the Olympics like Mohanad Ahmed Dheyaa Al-Azzawi did in 2012.

If swimming sounds like too much hard work, **fishing** may be more your kind of hobby. Traditionally, fishing is something fathers often enjoyed teaching their sons. Many people find there is nothing more relaxing than sitting next to a beautiful lake or river watching nature and feeling part of it. If you are really lucky, you may even catch something to take home for dinner!

Being creative and making things can also be extremely enjoyable. **Jewellery making** is a hobby which goes back many hundreds of years. You can make beautiful necklaces, bracelets and earrings using many different materials, including silver, glass beads and even shells. They make wonderful gifts for your family and friends, too!

Another ancient craft still popular in many homes is **blanket weaving**. Many communities share a loom and you can create beautiful patterns using wool, felt, silk or mohair. The patterns on the blankets can vary from region to region and popular colours are bright reds, oranges, browns, yellows and blues. You need a lot of patience for this hobby as it takes a long time to make one blanket, but it is something for your family to treasure for generations.

Find any new words you do not know the meaning of and look them up in a dictionary.

Label the photographs with the bold words from the text.
Number the hobbies in the order you would like to try them:
1 being your favourite hobby and 5 being your least favourite.

AB32

Unit 3

Lesson 1

AB35–37

Our world

Read each category and look for the examples in the pictures. Then write two or three more examples for each category.

1 wild animals (e.g., *tiger*)

2 birds (e.g., *crow*)

3 farm animals (e.g., *cow*)

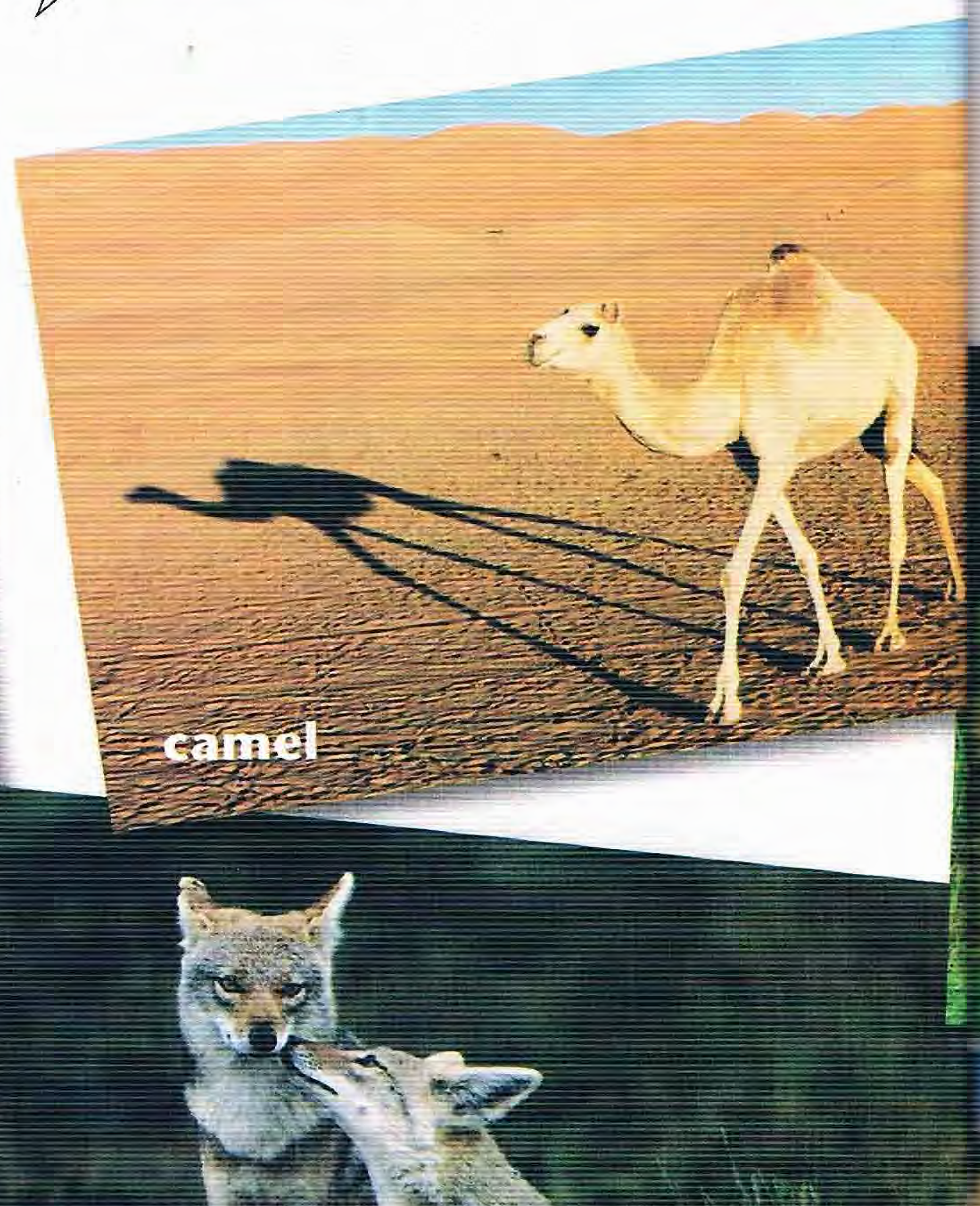
4 habitats (e.g., *grazing land*)

Use these adjectives to describe the pictures. Does your partner agree?

beautiful dangerous hot dry
useful huge large wet small

Bears are dangerous.







AB35–37

Comparing things with adjectives

1 England is colder than Iraq.
2 I am quieter than my brother.
3 The dawn is more beautiful than the night.
4 The night is less beautiful than the dawn.
5 Tablets are more expensive than phones.

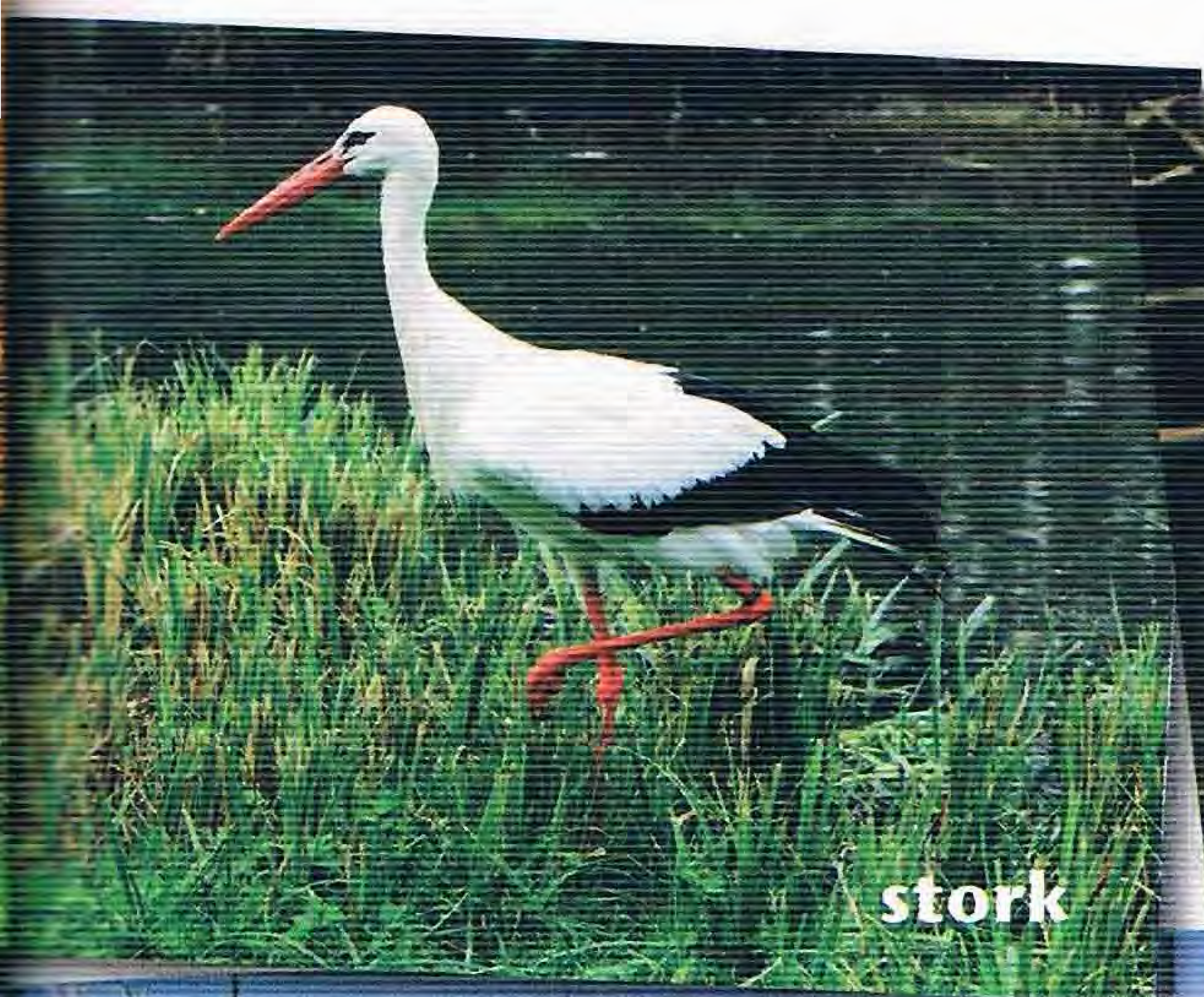
How to form comparatives of adjectives

1 Adjectives with one syllable, add *er.*, e.g., *cold* ➡ *colder*
2 Adjectives with two syllables, add *er.*, e.g., *quiet* ➡ *quieter*
But, if the second syllable is *ful*, add *more* or *less*.
e.g., *useful* ➡ more useful
3 Adjectives with more than two syllables, add *more* or *less*.
e.g., *beautiful* ➡ less beautiful

Another way to compare things: (*not*) *as* + adjective + *as*
A bear is not as fast as a lion.

AB35

Play a guessing game: *Which picture is it?*







AB35–37

Our growing world

Use the newspaper headlines and the pictures to answer this question.

Which news stories do you expect to find these words and phrases in? Write the numbers.

better food ____ 35 million ____ better health services ____
life expectancy ____ birth rate ____ 2 cm every ten years ____

1

People Growing Taller



2

People Living Longer



3

Population Increasing



AB37

10 Listen and check your ideas.

Discussion

What may happen if these changes continue?

Example:

If people grow a lot taller, we will need bigger houses.
If the population increases, we will need more food to feed everybody.

AB38

I hate spiders



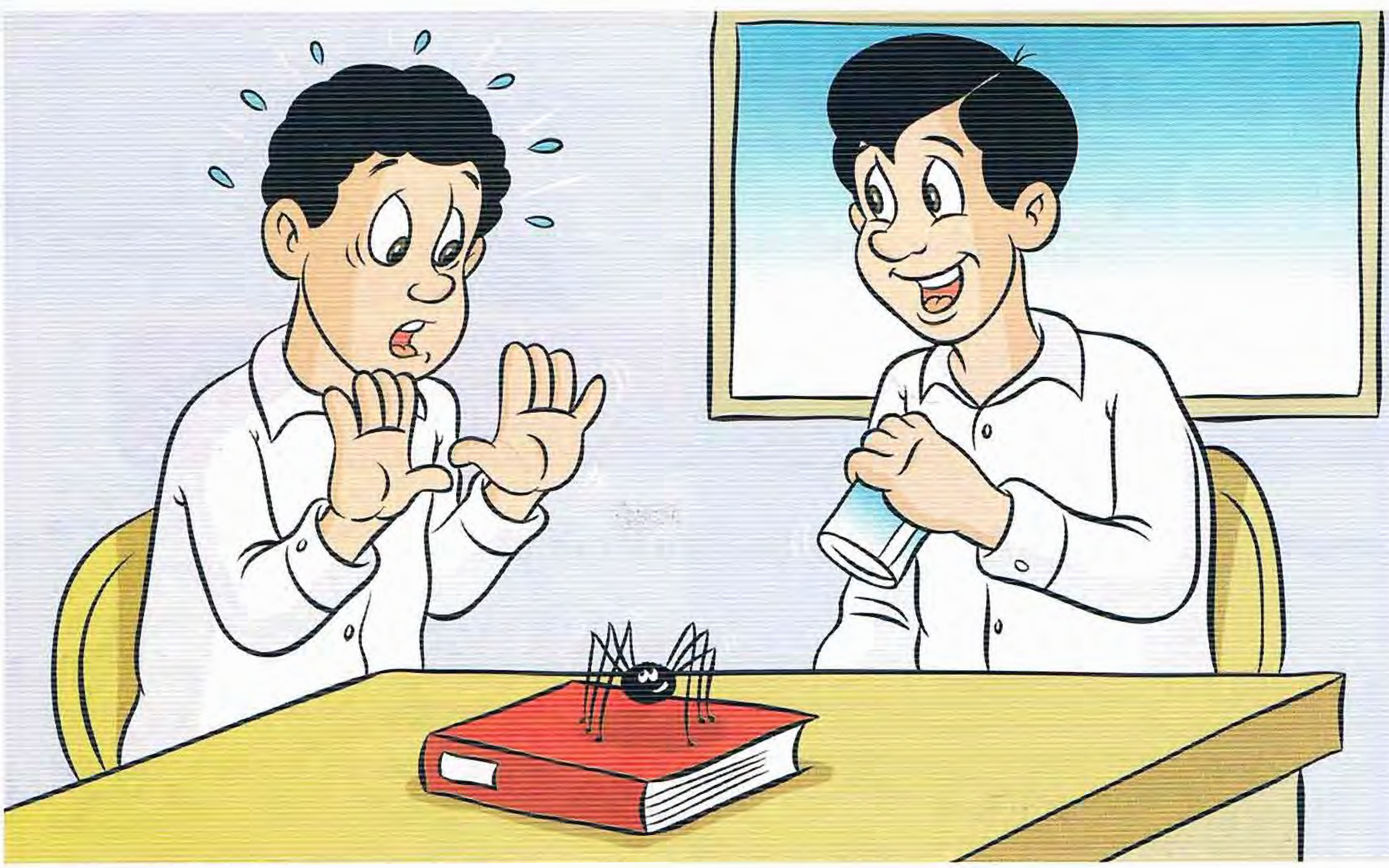
How do you feel about spiders, mosquitoes and the animals below? Discuss with a partner. Try to give reasons for your feelings.

Student A		Student B
I hate	horses	So do I. …
I don't mind	spiders	Neither do I. …
I'm afraid of	mosquitoes	So am I. …
I'm not afraid of	flies	Neither am I. …
I like	falcons	I don't. …

AB38/39

Look at the picture and guess the answers to these questions about Mithaq and Mushtaq. 11 Then listen and check your ideas.

1 How does Mithaq feel about spiders?
2 How does Mushtaq feel about spiders?
3 Are spiders useful?
4 What is Mushtaq going to do with this spider?



AB38–39

If we didn't have any spiders ...

Talking about imaginary situations

***If* + past simple, *would* + infinitive**

If we didn't have any spiders, we would have more mosquitoes.
If there were more mosquitoes, we would get more bites.

Make second conditional sentences using these sentence beginnings. Read them to your partner and check each other's work.

Example: If I had lots of money, I would buy presents for all of my friends.

If I had lots of money ...

If I was late for school ...

If I met an alien ...

If I had to eat snails ...

If the internet disappeared ...



Now make second conditional sentences using these sentence endings. Read them to your partner and check each other's work.

Example: If I broke my leg, I would be in a lot of pain.

... I would be in a lot of pain.

... there would be too many insects.

... my teacher would be very angry.

... I wouldn't do very well in the test.

... I would be very hungry.



AB39

The fastest living things

Read the text and then suggest two possible titles for it.


A diving falcon

Have you ever watched a falcon diving down from the sky? They are the fastest things in the natural world. They fly high up and then dive down to kill a bird or a small animal. Some falcons can dive at 240 kph!

More than a thousand years ago, the people from the deserts of Arabia, the Bedouin, used to watch falcons catching birds and animals for food. The Bedouin lived mostly on dates, milk and bread because it was difficult to catch animals and birds. Then they learned how to catch falcons. Soon, the Bedouin were eating meat their falcons caught for them. Their favourite bird was the large, long-legged houbara. They cooked it over a fire and it tasted delicious.

The Bedouin used to hunt on camels. They rode fast as they followed their flying falcons. Today, falconry is a sport, not a necessity, and many falconers arrive in the deserts and valleys of Muthanna, Samarra and Dhi Qar in Iraq in air-conditioned 4WDs.

One disadvantage of this sport is that too many rare birds might be killed. If nothing was done about this, there would soon be no birds left. However, the government has set up protected areas for birds. People cannot hunt there. These safe areas for birds are also good habitats for other animals. As a result, wildlife numbers have gone up and the environment is richer.


The houbara

What do these words mean?

dive necessity government
area environment

AB40–42

Do you care about wildlife?

Read the questionnaire and follow the instructions.

Caring for the natural world

How do you feel about nature? Choose your answers to these questions and find out.

1 What would you do if you found a bird with a broken wing in your garden?

(a) Ignore it. I hate birds. ☐
(b) Tell my parents. ☐
(c) Place it carefully in a small box with some soft bedding and feed it worms and fresh water until it got better. ☐

2 What would you do if you found a bird's nest with eggs in it?



(a) Eat the eggs. ☐
(b) Take it to school to show all my friends. ☐
(c) Not touch it and check every few days to see if the eggs have hatched. ☐

3 If a bat came into your bedroom, what would you do?

(a) Try to kill it with a broom. ☐
(b) Scream and run to another room. ☐
(c) Leave the window open and wait quietly for it to fly out. ☐



4 If you found a spider on your desk, what would you do?

(a) Squash it with my book. ☐
(b) Scream and ask my friend to kill it. ☐
(c) Carefully capture it in a cup and release it outside. ☐

5 If you saw a wolf in the desert, what would you do?

(a) Shoot it. ☐
(b) Chase it. ☐
(c) Stay very still and watch it. ☐

About your answers

Give yourself points:
(c) answers = 2 points
(b) answers = 1 point
(a) answers = 0 points

- If you have 10 points, you care quite a lot about wildlife.
- If you have fewer than 8 points, you need to learn more about wildlife.

Explain your answers with reasons.

AB42–43

Some of Iraq's animals

12 Listen to three descriptions and match them to the pictures.

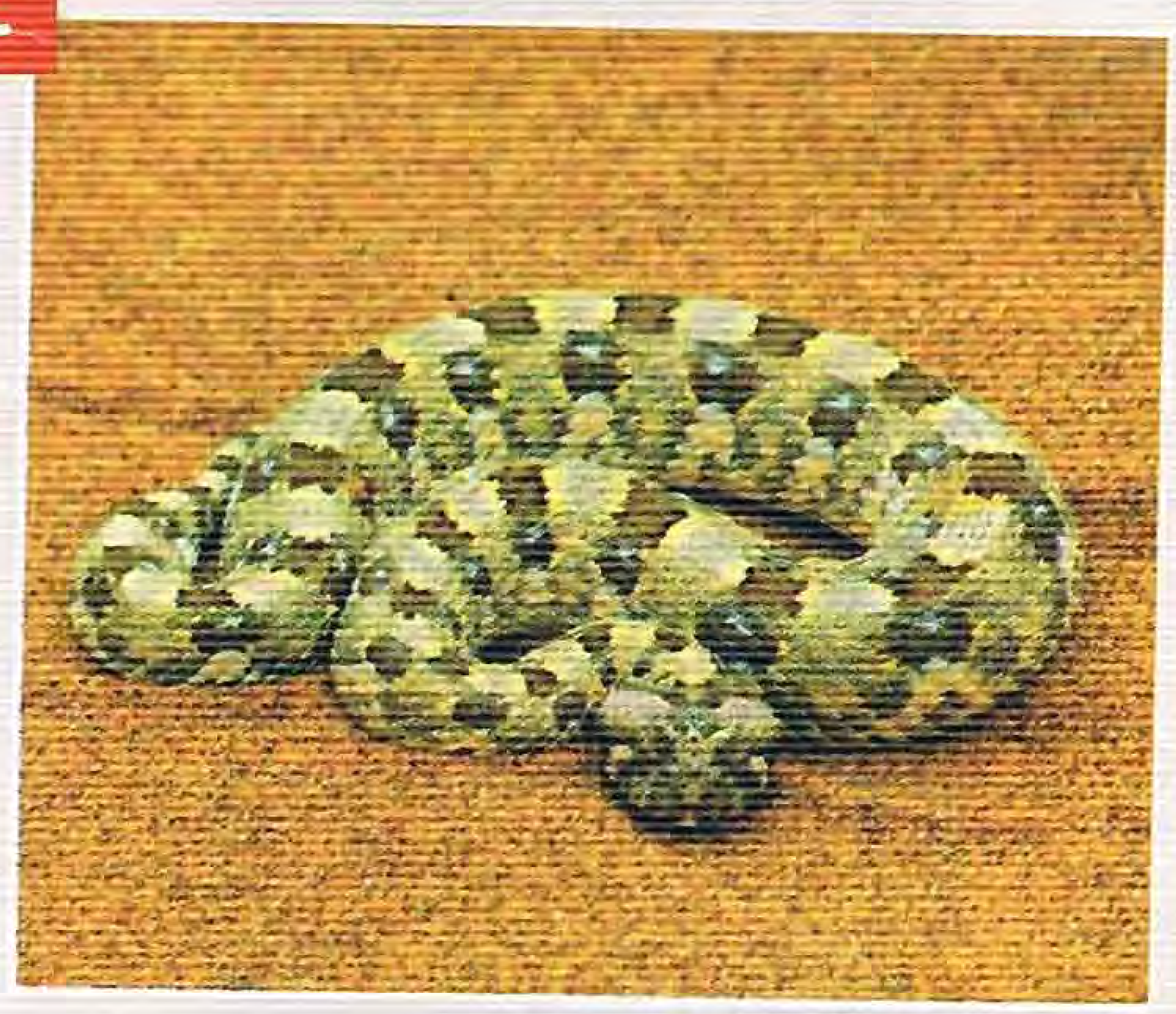
A



B



C



D



E



F



Describe the other animals.

AB43–44

Unit 3

Lesson 8

AB45

Life on the marshes

Look at the fact file. Ask and answer questions about the underlined information.

Example: Where can Marsh Arabs be found?

FACT FILE

Way of life

Marsh Arabs can still be found living a traditional life in the marshlands in the south-east of Iraq. They raise domestic buffalo. Some sheep and cattle are also kept. Crops such as rice, wheat and barley are grown by the Marsh Arabs. Most Marsh Arabs live in arched houses which they build from reeds. Their houses are usually about three metres wide and about six metres long. They are less than three metres high. Houses are built at the waterside or on artificial reed islands. Houses have entrances at both ends. One part of the house is for the family and the other half is for their animals. Guest houses are built separately. Traditional boats (mashhoof and tarrada) are used as transport.





Wildlife

Forty species of birds can be found in the marshlands. The marshes were once home to millions of birds and the stopover for millions of other migratory birds, including flamingos, pelicans and herons as they travelled from Siberia to Africa.



What has changed in recent years?

40% to 60% of the Marsh Arabs are at risk because most of the wetland has dried up. Many species of birds are also at risk. Some are now extinct or near extinction. The draining of the marshes in the 1990s caused a significant change in the ecosystem. However, some of the marshes have recently been restored after flooding the area.



Active and passive

Where can people find 40 species of birds?
Where can 40 species of birds be found?

AB45

Round up

In this unit you have practised the following things:

1 Forming comparatives and superlatives of adjectives.

cold	➡	colder	➡	coldest
useful	➡	more useful	➡	most useful
dangerous	➡	more dangerous	➡	most dangerous

2 Making positive and negative comparisons with adjectives.

A bear is bigger than a wolf.
Monkeys are more interesting than sheep.
Small cars are less expensive than big ones.

A wolf is not as big as a bear.
Snakes are not as dangerous as crocodiles.

3 Comparing present and past with *used to*.

Iraq is greener than it used to be.
There is more wildlife than there used to be.

4 Talking about things that may happen in the future.

What will happen if people continue to grow taller?

We will need bigger houses.

And talking about things that are <u>not</u> very likely to happen.

What would you do if you were bitten by an animal?

I would go to a doctor.

5 Expressing and (dis)agreeing with attitudes, feelings and opinions.

I like spiders.

So do I.

It would be good if there was less pollution.

I think so too.

I don't mind spiders.

Neither do I.

6 Using pronouns and possessive adjectives correctly.

Subject	Object	Possessive adj.
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
they	them	their

Examples:
My friend lent me **his** pen and I forgot to give it back to **him**.
At Eid, **we** give presents to **our** friends and they give presents to **us**.

7 Using passive forms.
Marsh Arabs can be found in the south-east of Iraq.
Traditional boats are used as transport.
Domestic buffalo are bred and raised.
Crops are grown.
Some sheep and cattle are kept.

8 And you have ...
- learned spelling rules about double consonants.
- learned to understand inferences in a text.
- practised stressing words correctly.
- practised punctuation.
- written a questionnaire.
- written a fact file about wildlife in Iraq.



AB45–47

Iraq's first national park

STORY TIME

Read the story and then try to answer these questions.

1 What dangers was the pregnant deer surrounded by?
2 Which of the dangers faced by the deer would you be most afraid of?
3 What happened to each of the dangers faced by the deer?
4 How did the deer face the negative thoughts and dangers?

Things happen in nature for a reason

In a forest, a deer is about to give birth. She finds a remote grass field near a strong-flowing river. This seems a safe place. Suddenly labour pains begin. At the same moment, dark clouds gather above and lightning starts a forest fire. She looks to her left and notices a hunter with his bow pointing at her. To her right, she spots a hungry lion approaching her.

What can the pregnant deer do? She is in labour! What will happen? Will the deer survive? Will she give birth to her fawn? Will the fawn survive? Or will everything be burnt by the forest fire? Is she going to be killed by the hunters' arrow? Will she die a horrible death at the hands of the hungry lion approaching her?

She is trapped by the fire on the one side the fast-flowing river on the other. She is also boxed in by her natural predators. What does she do? She focuses on giving birth to a new life. Nature is balanced and always observed by God. The deer stays quiet awaiting what will happen.

Lightning suddenly strikes and blinds the hunter. He releases the arrow which dashes past the deer and strikes the hungry lion. It starts to rain heavily. The forest fire is slowly



doused by the rain. The deer gives birth to a healthy fawn. A new life begins.

In our lives too, there are moments of choice when we are confronted on all sides with negative thoughts and difficulties. Some thoughts are so powerful that they overcome us, making it difficult to think clearly and make sensible decisions. Maybe we can learn from the deer. The priority of the deer, in that given moment, was simply to give birth to her fawn. The rest was not in her hands. Any action or reaction that changed her focus would have most likely resulted in death or disaster. Next time you struggle with negative thoughts, ask yourself: Where is your focus? Where is your faith and hope? In the midst of any storm, do what you should do and leave the rest for God.

AB47–48

Unit 4

Lesson 1

13–15

Listening

Remember! When a person is speaking in English, you don't have to understand every word. Use these tips to help you.

Tip 1 – Listen for the loud, slow words.

People often say the important words more loudly and more slowly.

What are the important words here?



13 Listen to two speakers.

What are the important words in each case?

Tip 2 – Listen for the loud sounds in words.

Long words in English have one loud sound. This is often the only sound you will hear clearly from an English speaker. You must learn to recognize long words from the loud sound.

What are the loud sounds here?

attention | missing | curly | sweater

14 Listen to some long words from the course.

Write the words you hear.

Tip 3 – Listen for repetition of the words.

Don't worry if you don't hear important information the first time. People often say the important information twice.

Notice how the speaker repeats the information in a different way.



15 Listen to two announcements.

Make a note of the important information in each case.

Reading

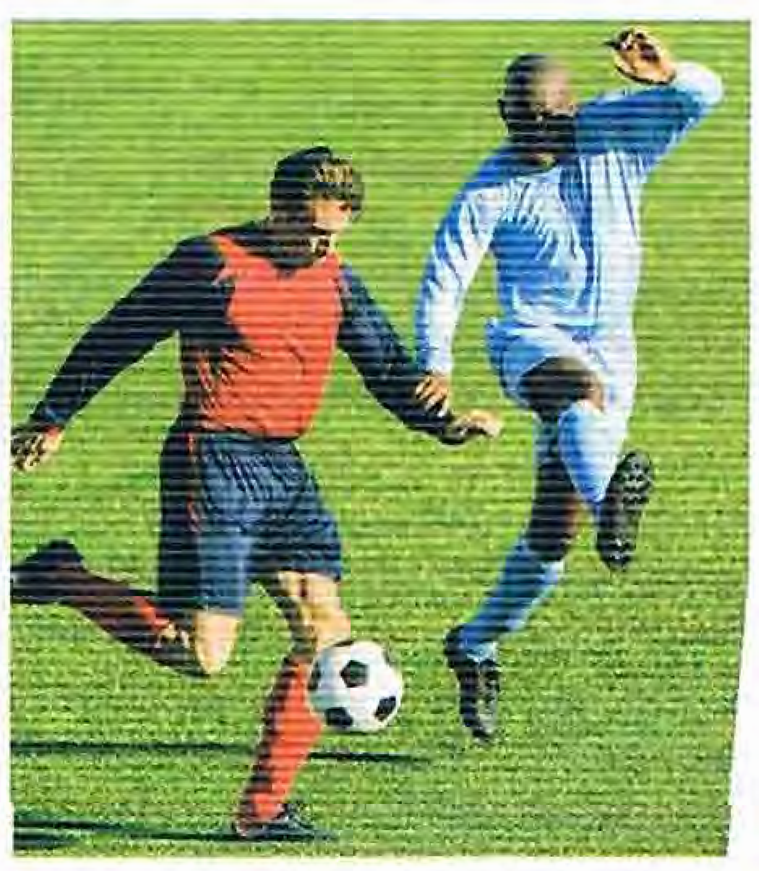
Remember! You should use the visual clues in a newspaper article, a magazine article or a story on the internet before you read. Use the tips below to help you to prepare.

Tip 1 – Look at any pictures.

Look at the pictures before you look at the text.
Think: What is this text about?
What words will be in the text?

Look at these pictures and follow Tip 1.






Tip 2 – Look at the headline or the title.

Look at the headline of the article or the title of a story before you look at the text. Think: *What is this text about?* Then read the text and think: *Did I get it right?*

**Look at these headlines and titles.
What do you think each text is about?**

headlines

GIRL WINS COMPETITION

TENNIS STAR ARRIVES IN BASRA

MINISTRY GIVES DATES FOR FINAL EXAMINATIONS

OIL PRICES RISE; MORE JOBS FOR LOCAL PEOPLE

titles

The first school day

A dream comes true

How to learn English

Lost in the desert

Reading

Tip 3 – Read the first paragraph.

Newspaper story
The first paragraph tells you what the article is about.
It usually tells you also:
- **where** the news happened
- **when** the news happened
- **who** was involved

Sometimes the whole article is just one paragraph.

Read the first paragraph of the article on Student's Book page 7:
Car of the year

Magazine article
The first paragraph tells you **what** the article is about.
It also tells you if the article is in the **first person** (*I*).
It talks about **opinions** or **experiences**.

Read the first paragraph on SB pages 20 and 25:
Schoolgirl in a new TV comedy
What is your hobby?

Story
The first paragraph usually sets the scene. For example:
- **where** the story happened
- **when** the story happened
- **who** the main characters are

Read the first paragraph on SB page 37:
Things happen in nature for a reason

Tip 4 – Read the topic sentences.

Paragraphs in English usually begin with a **topic sentence**. This sentence prepares the reader for the information in the **paragraph**.

Magazine article
All the **topic sentences** together usually make a good **summary** of an article.

Find and underline the topic sentences in the article on SB page 25: *What is your hobby?*

Story
All the **topic sentences** together usually give you the **gist** of the story.

Find and underline the topic sentences on SB page 37:
Things happen in nature for a reason

Newspaper article
Topic sentences are not so important in newspaper articles. Each paragraph may only have one sentence.

What information is in these paragraphs?

A POPULAR HOBBY
If you live near the river, you may enjoy swimming or fishing.

If swimming sounds like too much hard work, fishing may be more your kind of hobby.

Another ancient craft still popular in many homes is blanket weaving.

HUNTING WITH BIRDS
More than a thousand years ago, the people from the deserts of Arabia, the Bedouin, used to watch falcons catching birds and animals for food.

The Bedouin used to hunt on camels.

One disadvantage of this sport is that too many rare birds might be killed.

Speaking

Don't be lost for words! When you have a conversation in English, use these tips to keep it going!

Read these tips and practise in pairs.

Tip 1 – Ask people to repeat information.

If you don't understand something, don't just say 'Yes!' Ask the person to repeat the important information. You can ask in several ways.

Sorry? What was that?

Pardon?

What did you say?

I didn't get that.

Give your partner some information about yourself. Ask your partner to repeat information. Use different ways.

Tip 2 – Repeat information.

You can repeat information from another person:

- to show that you don't understand
- to show that you are surprised
- before asking for more information
- before giving an opinion

Conversation 1

- I bought some trainers.

o Trainers? What are they?

- They're the kind of shoes you wear for sports.

Conversation 2

- Where are you?

o I'm in a restaurant.

- In a restaurant?

o Yes, I was hungry.

Conversation 3

- Hi, Sara. Have you seen Reem?

o Reem? Who's that?

- She's the new girl.

Conversation 4

- What's Salah like?

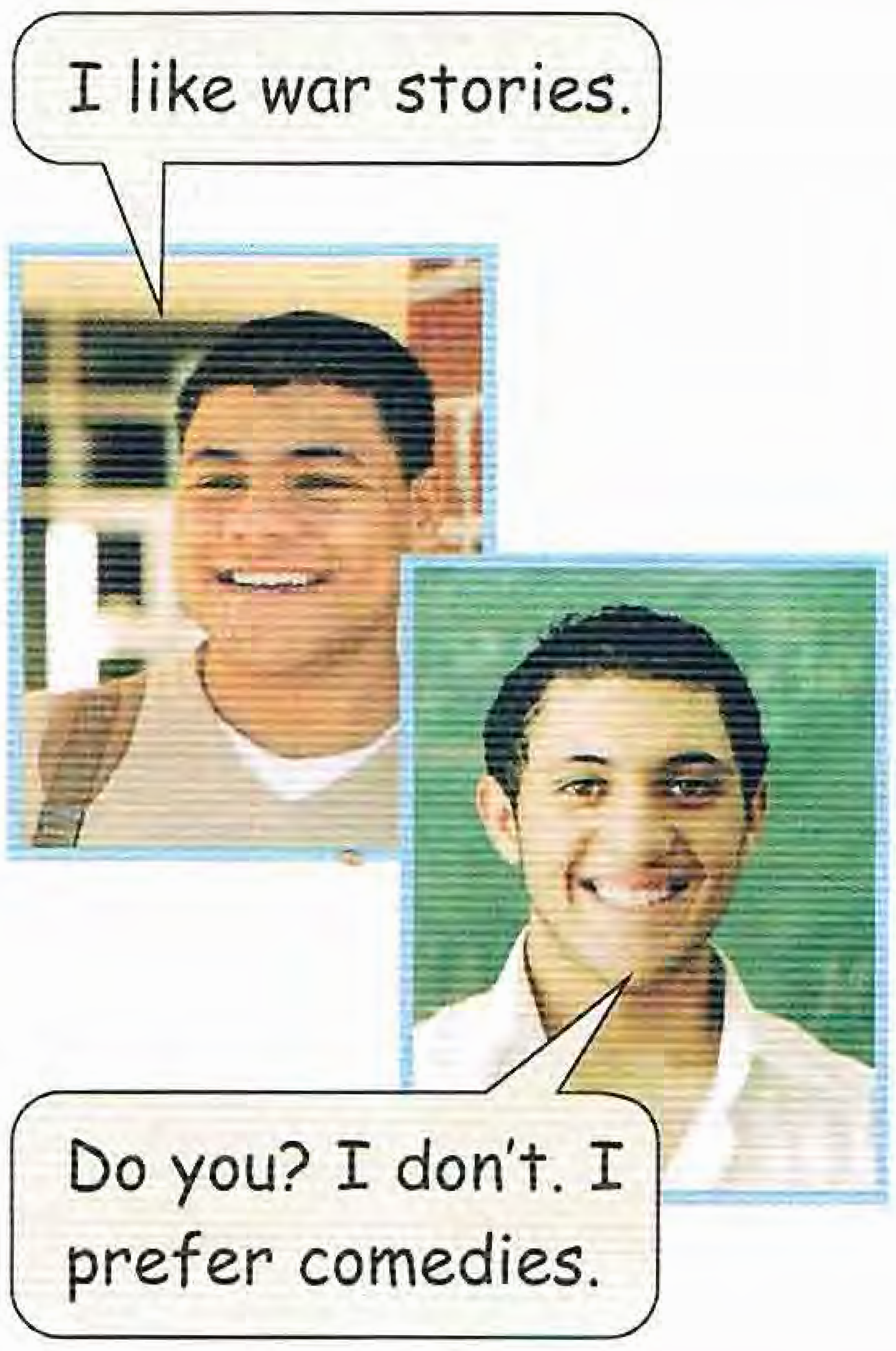
o Well, he's tall with green eyes.

- Green eyes? That's unusual.

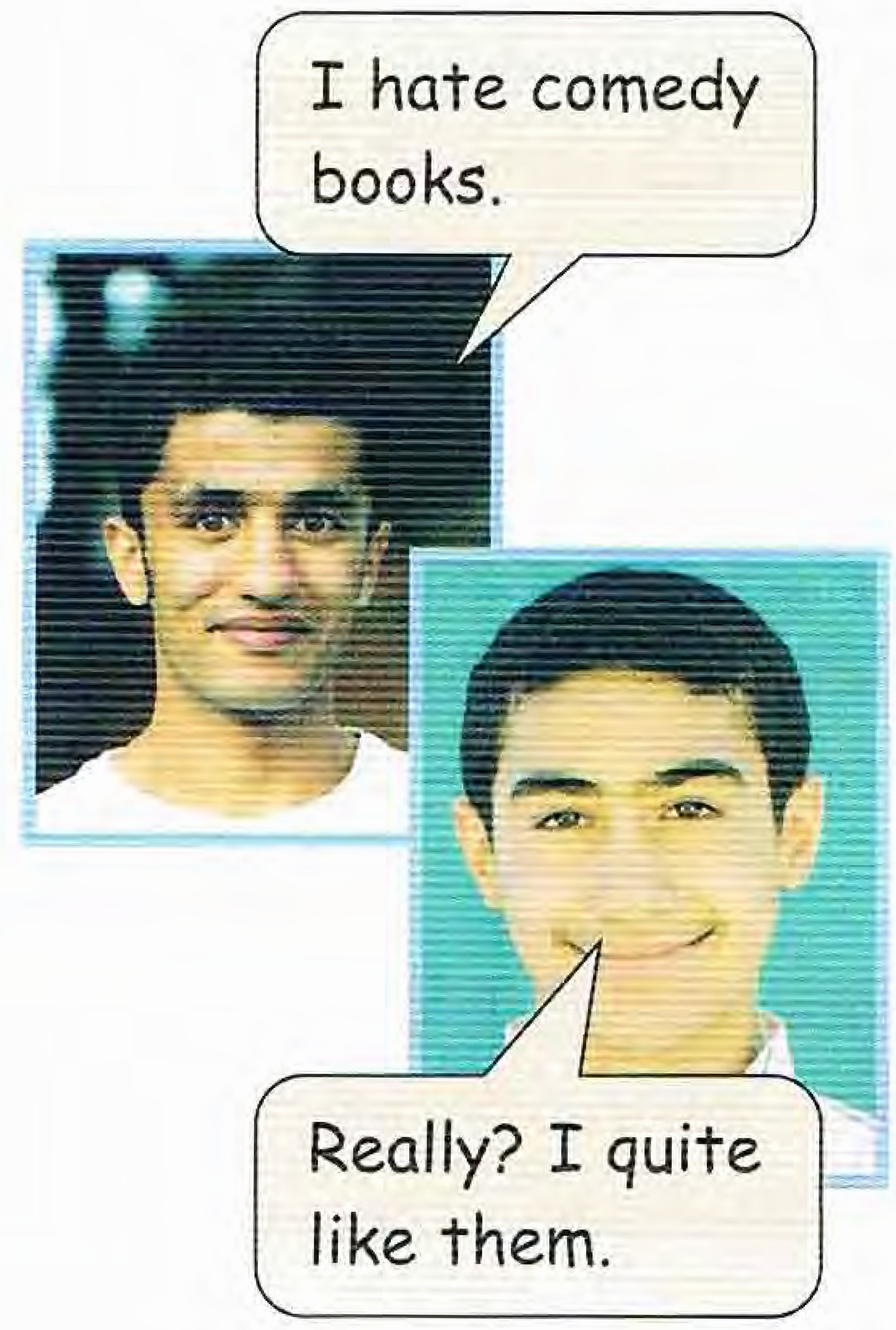
Give your partner some information. Repeat the information you hear and continue the conversation.

Tip 3 – React to opinions.

When someone gives an opinion, react to it.
It's a good idea to give your opinion, too.







Give an opinion. Use different verbs. React to the opinion.

Tip 4 – Ask open questions.

When you meet a person for the first time, don't ask closed questions. Always ask open questions.

Practise these conversations and notice the difference.

1 *Closed questions*

- *Are you English?*
- o No, American.
- *Do you like Iraq?*
- o Yes.
- *Are you staying here long?*
- o No.

2 *Open questions*

- *Where are you from?*
- o I'm from the USA. New York, actually.
- *What do you like about Iraq?*
- o Lots of things – the people, the weather, the markets.
- *How long are you staying here?*
- o I'm not sure. Five or six days, I think. You see, it depends on …

Writing

Tip 1 – Make a plan.

Make a plan with the information in a logical order.

Look at the paragraph headings for narrating a story. Write them in a logical order in your copybook.

- Give facts about the story – title, author, when published.
- Introduce the topic.
- Give your own opinion.
- Introduce the main character(s).
- Tell the story, briefly, in order.

Tip 2 – Write a summary with topic sentences.

Write all the topic sentences **before** you write the whole invitation or story. Each **topic sentence** introduces the **paragraph**. Together they make a **summary** of the text.

Write these topic sentences for the story under the correct paragraph heading in your copybook.

- I read a very interesting book recently.
- It is about a boy called Jim Hawkins.
- Jim finds a map of an island.
- I think this story is excellent.
- It is called 'Treasure Island'.

Tip 3 – Make notes of the information in each paragraph.

Make notes after each topic sentence and give all the extra pieces of information

Write these notes after the correct topic sentence in your copybook.

- about pirates – men who steal things at sea
- goes to island, finds treasure, pirates take treasure, Jim gets it back
- pirates take treasure
- Robert Louis Stevenson
- exciting, lots of action, frightening, Long John Silver escapes
- Long John Silver – man with wooden leg
- 1883

Tip 4 – Write sentences from your notes.

Make each note into a sentence. Join short sentences with *and* or *but*.

Examples:

pirates take treasure: *The pirates take the treasure.*

Jim gets it back: *Jim gets it back*

The pirates take the treasure **but** *Jim gets it back.*

Use your notes to write sentences in your copybook. Write about a book you have read or a play/film you have seen recently. Follow the tips.

Unit 5

Lesson 1

AB59–60

20

Watching the match

Look at the pictures. What sports are they used for?

badminton basketball baseball football
running tennis table tennis



Read what Sara says. Then talk about yourself.





I often watch sport with my family and friends. I like football best. I sometimes get very excited. I jump up and down when my favourite team scores a goal. The last match I watched was very exciting. My favourite team won 4-1.

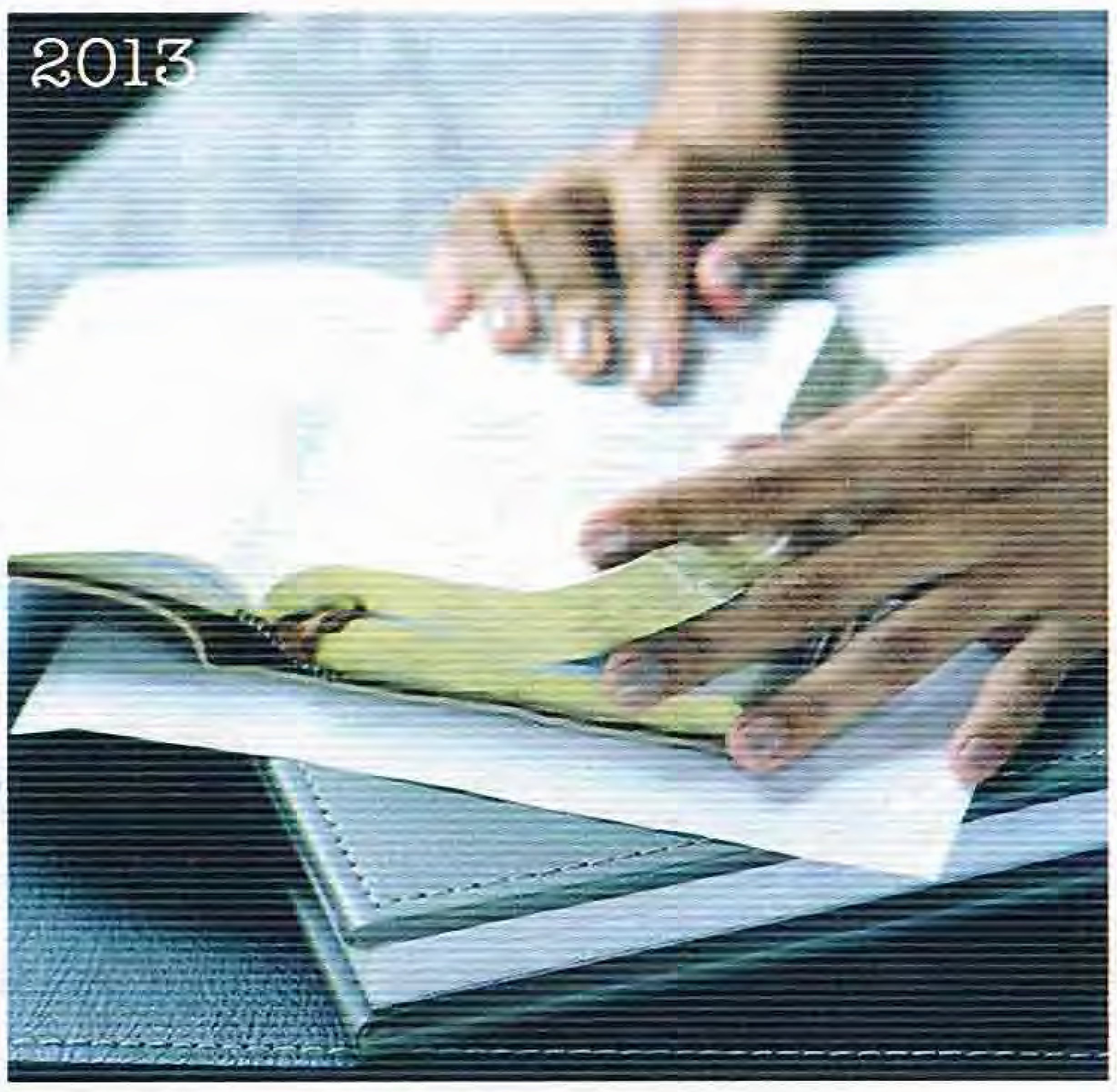
20 Listen to three conversations.

In each game: Which teams played?
Who won?
What was the score?

AB59–60

Nawal Ramzi talks to the Iraqi Morning News

What was Nawal Ramzi doing in 2013? What do you think has happened?





21 Listen to the interview between Nawal and a reporter from the *Iraqi Morning News*. What is Nawal Ramzi doing these days?

Reporter: Good morning. Today, we are talking to the well-known dentist, Dr Nawal Ramzi. Dr Ramzi, first of all, where were you born?
Dr Ramzi: I was born in Mosul.
Reporter: What were you doing before you became a famous dentist?
Dr Ramzi: Well, I was already a dentist, and I was reading a lot at home and keeping in touch with a large number of dentists in different countries around the world.
Reporter: I see. So what changed your life?
Dr Ramzi: One day I was treating a tooth for one of my patients. It was badly decayed and needed to be pulled out. Everything was fine but all of a sudden the gum started bleeding. I tried and tried until I finally succeeded in stopping the bleeding. I resumed my work again. It was a lesson for me to work harder and find newer, smarter methods to treat bad teeth.
Reporter: What happened then?
Dr Ramzi: I participated in different workshops on using lasers in dentistry. I opened a large new dental clinic using modern equipment to make my work more successful.
Reporter: Are you happy with your work now?
Dr Ramzi: Oh, yes, very happy because I am helping people in my city to have healthy teeth. I also offer free treatment to poor families and to the families of Iraqi soldiers.
Reporter: Now, show me the new equipment that everybody is talking about …

Narrating a story

Background events	*Story events*
It was raining.	Fuad spoke to me.
We were playing a game.	I joined a new club.

AB60–61

Read all about it!

Look at a page from the *Iraqi Morning News*. Which item is most interesting for you?

21 June 2016

Iraqi Mor



Minister of Education in London

THE IRAQI MINISTER OF EDUCATION arrived in London yesterday for the International Education Conference which will take place at the Park Lane Hotel today.

The focus of the meetings is to discuss educational development programmes between countries. The minister will suggest opening English schools i Iraq to develop English language learning. Th British Minister of Education welcomed the Ira minister at the airport before escorting him to t conference venue.

ing News



Minister at opening ceremony

THE SPORTS MINISTER opened a new sports city in Basra yesterday. The new city cost 1 billion IQD and took three years to build.

Many people were waiting when the Minister arrived at 10 a.m. He spoke to youth and community representatives before opening the sports city at 11 a.m.

oy saves child

A BOY FROM THE UK was a hero yesterday when he saved a child from a dangerous animal.

The child's mother, Esra'a Al-Bayati, 26, told our porter, 'I was going to the shops with my daughter, ma. She's just five years old. We were walking across park, and Salma was playing with a ball. Suddenly, a black dog ran up to us. It seemed very angry, and it ked at Salma. Then it jumped on her and knocked her down. It was horrible. A boy was playing football nearby. He kicked the ball at the dog. The ball hit the dog hard, and it ran away.'

The boy was John Smith, 13, who is in Iraq for one year with his family. John said afterwards, 'I'm not a hero. I saw the little girl was in trouble, so I kicked the ball at the dog. It was a lucky shot.' John plays in the football team at Baghdad International School.

Find these numbers in the articles and the advertisements. What does each number refer to?

seven 13 17
11 1 billion IQD 26
three five 10

AB62–63

Where can I find it?

Match each extract with one of these newspaper sections.

Today's newspaper	
Section	*page*
Home News	1–2
International News	3
Arts	4
Sport	5
Business	6–7
Television	8
Cartoons	9

A The Mansour Mall in Baghdad is now fully open. It's one of the largest shopping centres in Iraq.



B Two films opened last night. One was very good, but the other one was probably the worst film of the year.

C **Meeting in South America to talk about rainforests.**



D Oil company chiefs meet to discuss the price of oil.

E The second part of ***The Badri Family*** is on tonight at 7 p.m. This is one of the funniest comedies on TV and …

F



G



Which newspaper sections do different people read? Think about men, women, girls and boys.

What about you? Which sections are you interested in? Which sections are you not interested in?

AB64

Graduation party reviews

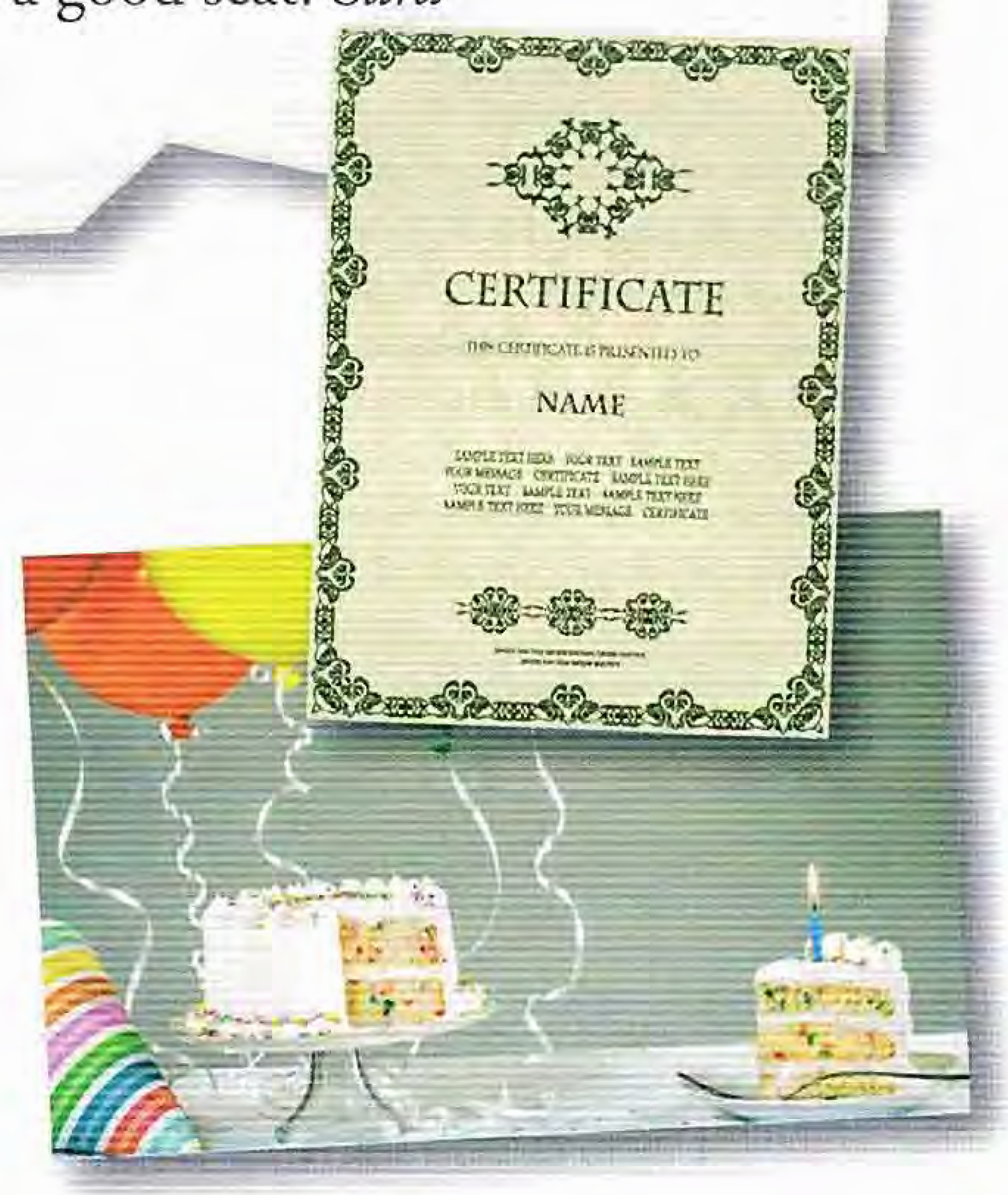
Sara and Dalia both went to the school graduation party featured in Unit 2, Lesson 7. They wrote reviews of the party for their school magazine. Read the reviews and answer the questions.

Amazing graduation day

Al-Quds Intermediate School hosted the concert of the year last Thursday. The party was really amazing. By 10 a.m., the hall was full and everybody was smiling. The students were wearing their uniforms and everyone was waiting patiently for the party to start. When the curtains went up on stage, the lights went down and a hush spread through the hall. The school arts team opened the show before some talented students did some solo performances. They all performed well and you could tell they had practised a lot. When they had finished, the audience clapped loudly. *Dalia*

School party

Last Thursday's party was supposed to start at 10 a.m. but when I arrived at 9.45 the hall was already full. I had to stand right at the back and I was struggling to see or hear anything. The students around me were chatting loudly while the arts team were performing. I'm not sure if the performance was any good as I couldn't hear much of it but the rest of the audience clapped at the end so they were enjoying it. I was disappointed I didn't enjoy it as much. Next time, I will try and get there earlier to make sure I get a good seat. *Sara*



1 How are the opinions of the party different?
2 What were all the students wearing?
3 Why didn't Sara enjoy the party?
4 What will Sara try and do differently next time?

Remember

There are two ways of talking about the past:

1. Richard went to Iraq in the holidays. (past simple tense)
2. While he was staying in Iraq, he went to a football match. (past continuous tense)

Find two clauses in the two reviews which use the past continuous tense. Change them to the past simple tense.

AB65–66

Unit 5

Lesson 6

AB67–68

22

Would you take less?

Write two telephone conversations about the advertisement for the two bikes.







1: Choose the correct answers for the mountain bike.
2: Choose the correct answers for the town bike.

Questions	Answers
1 What kind of bike is it?	a It's a town bike. b It's a mountain bike.
2 What size is it?	a It's smaller than a man's bike. b It's the same size as a man's bike.
3 Is it in good condition?	a Yes, very good. b It's OK, but the front tyre is worn.
4 What colour is it?	a It's brown. b It's mainly red.
5 How many gears does it have?	a It doesn't have any. b Twenty-one.
6 Does it have any extras?	a No, but it's a really good bike. b Um ... I don't think so.
7 What about lights?	a No, it hasn't got any lights. b No, but it has reflectors.
8 How old is it?	a It's only a year old – it's as good as new. b It's about ten years old
9 How much is it?	a It's 75,000 IQD. b It's 50,000 IQD.
10 Would you take less?	a No, sorry. 50,000 is a good price. b Well, maybe 70,000.

22 Listen and check your answers. Then practise the two conversations with your partner.

AB67–68

When will the school activity week start?

Look at the timetable featuring some of the events for the next School activity week. Match the events (a–e) with the pictures 1–5.

1 
2 
3 
4 
5 

Activities	Date	Start	Finish
(a) art	Sun 12 April	08.00	12.00
(b) English	Mon 13 April	09.30	12.30
(c) science	Tues 14 April	09.15	13.15
(d) sport	Weds 15 April	08.25	12.45
(e) charity activities	Thurs 16 April	10.00	11.30

Remember

In English, there are a number of ways of talking about the future. Here we use *will* and the *main verb* to talk about events in the future that we cannot control. It expresses a definite fact or opinion about the future.
The science activities *will* start at 9.15.
When *will* the sport activities *finish*?

Ask and answer with your partner about the events in the table. Ask about when events will start and how long they will go on for.

When will the art activities start?

The art activities will start at 8.00 on Sunday 12 April.

AB69

A website for me

Before launching a new magazine or website, it's good to do some research to find out what the readers find interesting. Read the following information about the popularity of sports in different countries.

The most popular sport in the world is football (or soccer as some people know it). Football is the top sport in many countries, including Iraq, the UAE and the UK. In the USA, most people prefer American football while in India cricket is the favourite. In China, the most popular sport is basketball. Which sport is your favourite?

Imagine you are creating a new magazine or website for the students in your school. What would you include? Do a survey of your classmates and find out what the most popular features are. Create a tally chart in your notebooks to show the results.

Example:

sport	卌 III
music	卌
fashion	III
puzzles	卌 I
true stories	卌 卌
cartoons	卌 卌 II

Work with a partner and discuss the results of your survey. Use the words *most, some* and *a few.*

Most people like reading cartoons. It's the most popular feature. Some people enjoy true stories and sport and a few people like music and puzzles best. The least popular feature is fashion.

AB70

Round up

In this unit you have practised the following things:

1 Past simple – for narrative
Affirmatives
The Education Minister waved. He drove quickly to his meeting.

Negatives
He didn't stop. He didn't talk to anyone.

2 Past continuous – for background to narratives
Affirmatives
It was raining. We were playing a game.

Negatives
It wasn't them. I wasn't playing well.

3 Subject and object pronouns
Salma was with her mother. She was playing in the park. A dog chased her.
It ran after the girl. John kicked a football at it.

4 Future simple with *will*
The charity activities will start at 10.00.
The sport activities will finish at 12.45.

5 Questions in the future simple
When will … start/finish?

6 *Most, some* and *a few* when discussing opinions
Most people prefer …

7 *the* before certain country names
the UK, the UAE

And you have …
- talked about football scores.
- understood the different sections of a newspaper.
- used a timetable.
- carried out a survey.

AB71

A powerful lesson for everyone

STORY TIME

Read the story. What was the 'powerful lesson'?



Every year, *Al Sabah* newspaper makes a special offer to two young students from local schools. In the summer holidays these students can work as reporters on the paper. They can see what reporters really do in their jobs and they can learn to write reports. Last summer, Salam Ahmed was the lucky boy. He was 15 years old and he wanted to be a reporter. On his first day at the paper he took a new reporter's notebook. One of the reporters was showing Salam his desk when the editor came in and said, 'A big new restaurant is opening in Baghdad next Tuesday. I need someone to write a good report on the event.'

'I can do it,' Salam said.

On Tuesday Salam took his notebook and camera and went into the new restaurant. Salam watched everything, but one special thing attracted his attention. A young boy was taking his old father, who was in a wheelchair, to the restaurant for a treat. The boy bought his father some food. The father was very old and weak and dropped food on his shirt and trousers while he ate. Many of the other customers watched the old man in disgust but his son looked at him with love and respect.



After the old man had finished eating, his son, who was not at all

embarrassed, quietly took him to the washroom and patiently wiped the food from his clothes, combed his hair and straightened his spectacles. When they came out, the entire restaurant was watching them in dead silence, not able to grasp how someone could embarrass themselves publicly like that.

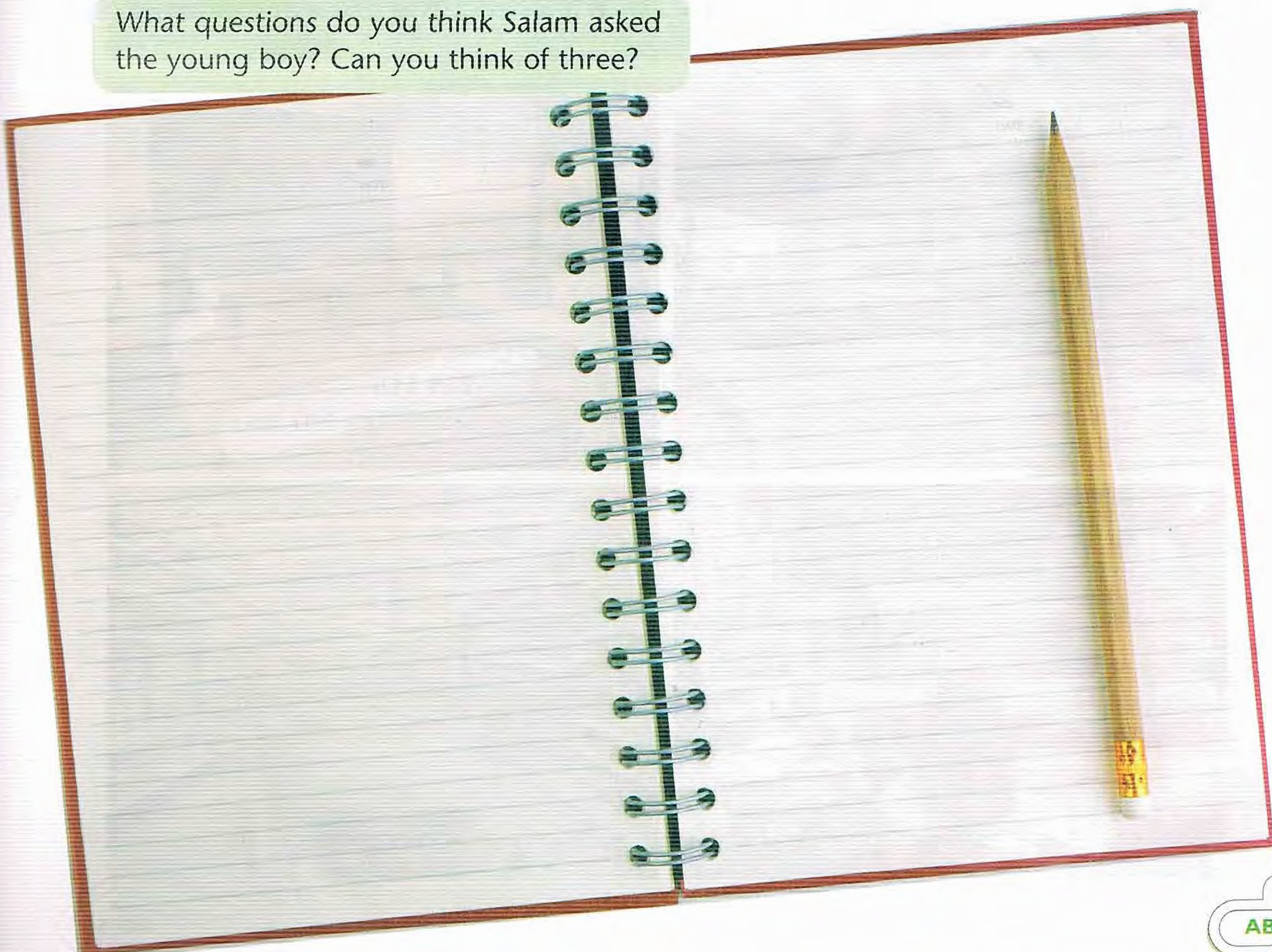
The son, very proud and pleased, started walking out through the crowd with his father. As they left, a wise old man called out to the son and asked him, 'Don't you think you have left something behind?'

The son replied, 'No sir, I haven't.'

The old man said, 'Yes, you have! You left a lesson for every son and hope for every father.'

The restaurant went silent. Salam was watching everything and followed the boy and his father. After asking them questions and taking notes, he thanked the boy and kissed the old man on his head. Salam made his very first report about this touching story and it was praised by everyone.

What questions do you think Salam asked the young boy? Can you think of three?



AB72

Jobs and workplaces

Talk about the pictures.

1 Write the names of the numbered workplaces.
2 Name one or two jobs for each workplace.
3 Take turns describing the jobs.

Example:

> A mechanic is someone who works in a garage and repairs cars and vans.













AB75

Read the definitions and write the jobs.

Someone who ...

1 plans buildings
2 flies a plane
3 plays football
4 writes books
5 designs websites
6 takes care of sick animals
7 flies in a rocket
8 takes photographs
9 looks after people's teeth
10 paints rooms



Play a game: *Who am I?*

Describe a job. Tell your partner as much as you can, but don't make it too easy! Think about the prompts below when you ask about your partner's job.

> I work outside a lot. I'm very fit and healthy. I have to train for three hours every day. People come to watch me.

- Who usually works outside?
- Who has to travel?
- Who works alone?
- Who has to work with animals?
- Who has to go to university to do this job?
- Who has to give people orders?
- Who has to be very fit?
- Which jobs are dangerous?

Discussion

Would you like to do any of the jobs on these pages?
Why? Why not?

AB76

Unit 6

Lesson 3

AB76–77

26

Careers advice

Talking about the future:

***be* + *going to* + infinitive; *will* + infinitive**

I'm going to leave school as soon as I'm 16. *(The speaker has made a plan.)*

You will only get pocket money if you stay at school. *(The speaker is talking about something in the future that is certain.)*

Layla and Dania are twins aged fifteen and a half. They go to the same secondary school. Today, they are getting advice from their headteacher.

26 Listen to Layla and Dania's conversations with the headteacher. What are the main differences between Layla and Dania?

Headteacher: Good morning, Layla. Please sit down. How can I help you?
Layla: I don't know.
Headteacher: Well, do you have any career plans?
Layla: Career plans? No, I haven't got any plans.
Headteacher: None at all?
Layla: No … Actually, I do have a plan. I'm going to leave school as soon as I'm 16.
Headteacher: I see …

Headteacher: Hello, Dania.
Dania: Good morning, Headteacher.
Headteacher: Well now, Dania, do you have any career plans?
Dania: Oh, yes, Headteacher. I'm going to be a vet.
Headteacher: A vet? That's a tough course, and it takes a long time at university.
Dania: Yes, I know. I've found out all about it and I'm going to do it.
Headteacher: Excellent! Now …

Role play.

Work in pairs and ask and answer questions about your future career plans. Use the model dialogue below to help you.

Student A Do you have any career plans?
Student B Actually, I do have a plan. I'm going to go to university. I want to be a doctor.
Student A That's a tough course. And it will be a lot of work.
Student B It'll be worth it.

AB76–77

The school of the future

Hassan has entered a competition to design a school of the future. Read his entry and match these headings to the paragraphs.

a) A 'super school' b) Global education c) Virtual learning



1 Schools in the future will be very different to schools now. There will be much more technology and students will only need to come in to the actual school buildings once or twice a week. Most of the teaching and learning will take place over computers which are connected to the internet in students' own homes. Teachers will deliver lessons using the internet at times to suit each student. Students will also be able to use the internet to communicate and discuss work with other students.

2 I think there will be fewer small schools in the future because students will learn mostly at home. There will be one 'super school' in each town or city that students of all ages come to and use the fantastic facilities. There will be sports facilities, a science park, a museum and a mosque. Young people who are interested in science or music will be able to study at the special buildings designed for those subjects.

3 This new way of learning will make it possible for students to connect with other students and teachers all over the world. If someone has a special interest in something, they can search a global database to find a teacher who can teach that student all about their chosen specialism. The schools of the future will teach many subjects that are important for Iraq's future because students will be able to learn from experts all around the world.

Giving more information about people and things:

pronouns *who, that/which*

To explain which person or thing you are talking about, you can add information after who, which or that. Use who for people and which or that for things.

Example:
The schools of the future will teach many subjects that are important for the future ... Find more examples in the text.

AB77

A, an or the?

27 Listen to two conversations, then study the grammar box.

Articles: *a, an, the*

1 Use *a* and *an* ...
- when you are talking about one thing in a general way.
  e.g., Can I have a pen, please? (any pen, not a particular one)
  Can I have an apple, please? ('an' before a vowel)
- before jobs. e.g., I want to be a teacher.
  Don't use *a* before things that you can't count. e.g., *money, milk.*

2 Use *the* ...
- when you are talking about a particular thing, or one that you have spoken about already. e.g., The pen on your desk is mine.
- when there is only one of these things or people in the world. e.g., Have you seen the Pyramids? The sun is shining.

3 **Don't** use *a, an* or *the* ...
- before the names of school subjects.
  e.g., I'm good at maths, but I'm not good at history.
- before the names of places.
  e.g., We went to Abu Dhabi in the holidays.
- after *like* when you are talking in a general way about more than one thing, or about something that you can't count.
  e.g., I like potatoes, but I don't like carrots. I also like ice-cream.

27 Listen to the conversations again and complete the sentences.

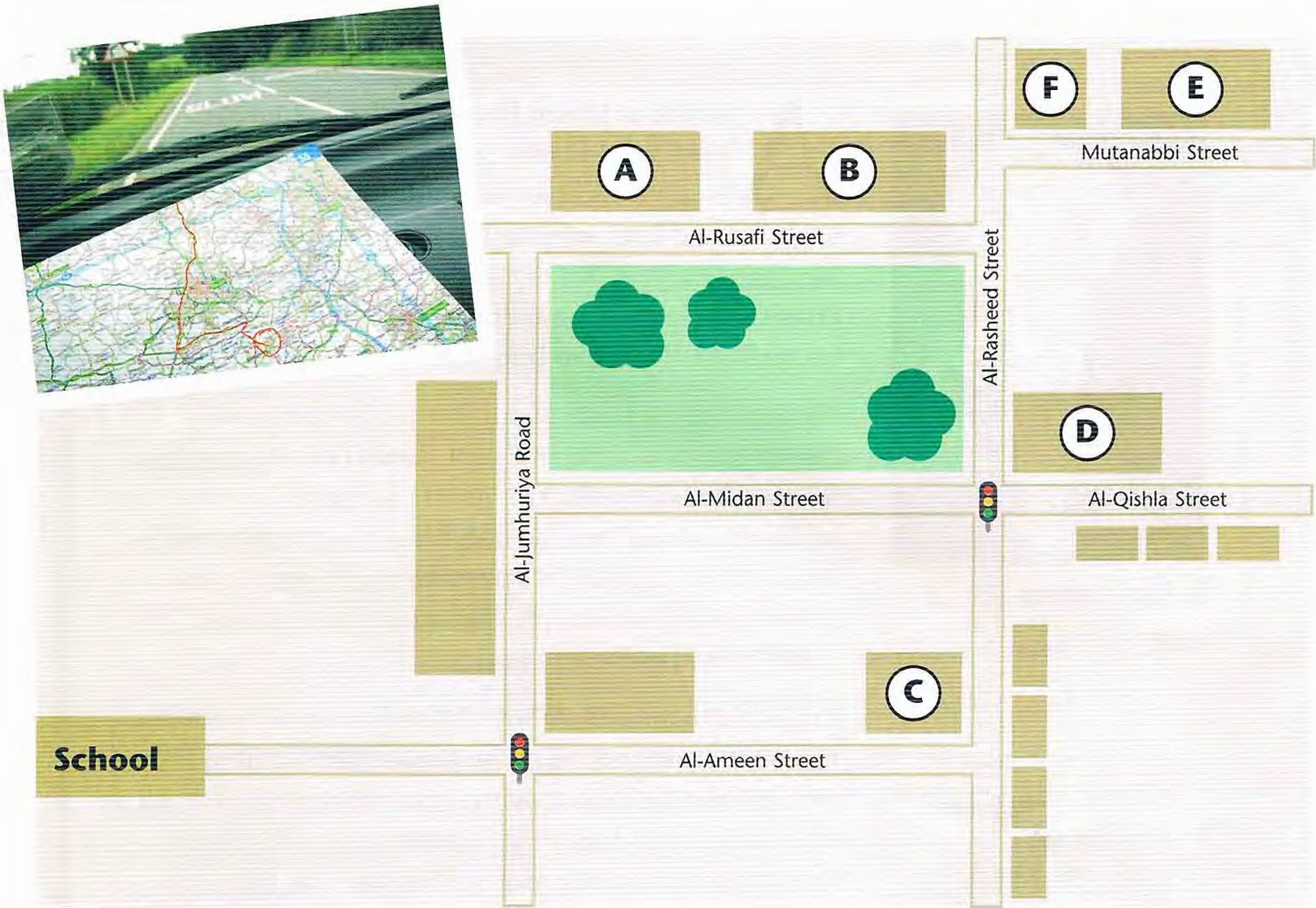
1 • Can I borrow ________ ruler, please?
○ Sure. Which ________ ruler?
• ________ one you used in ________ maths.
○ Sorry. ________ ruler I used in ________ maths is in ________ library.

2 • I went to ________ London in ________ holidays.
○ Wow! Did you enjoy ________ sightseeing?
• I do like ________ sightseeing, and ________ shopping was amazing.

AB78

How do you get to ...?

28 Listen. Mark the bookshop on the map.



Asking for directions

Can you tell me how to get to ...? How far is it? How long will it take?

Giving directions

Go to the traffic lights.
Take the first turning on the right/left.
Go along ... Road/Street.
The bookshop is on the right/left.
Turn left at the lights.
Go straight on.
Go past the ...
My house is next to/near the ...

Role play.

You are going to give someone directions to your house. First, make a simple drawing to show where your house is. Then work out the directions. Give your partner a copy of your map without your house marked on it.

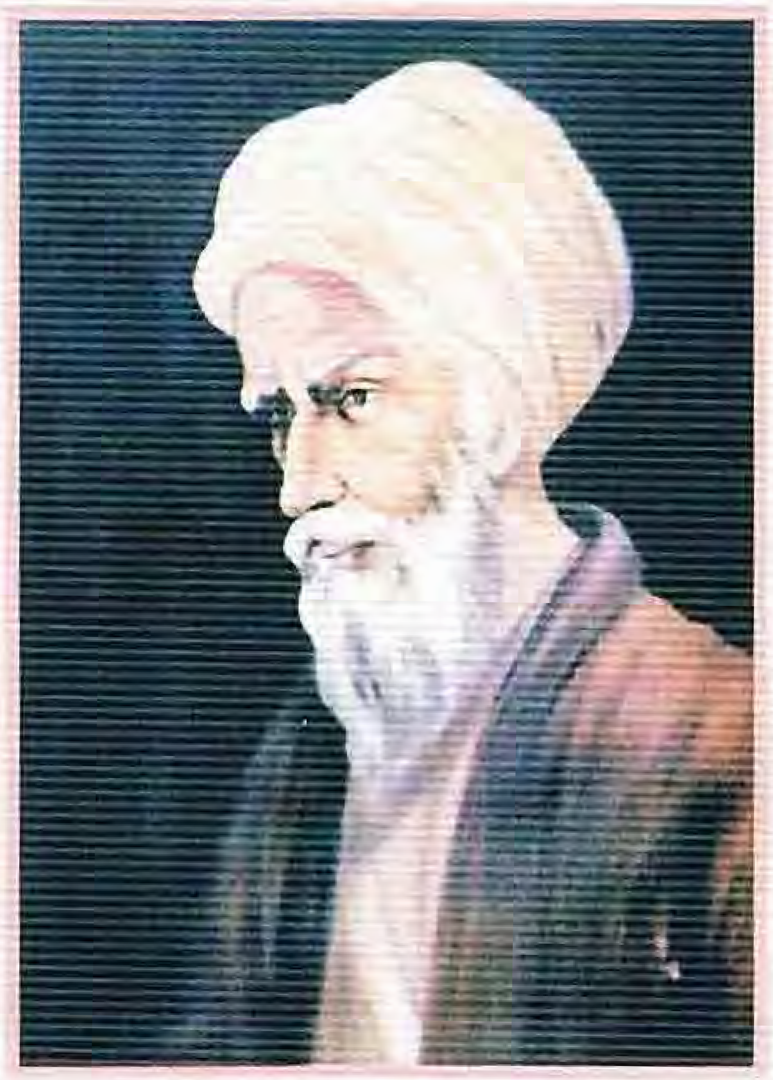
Pupil A: Ask your partner how to get to his/her house. Write notes and draw where his/her house is on the map.

Pupil B: Give your partner directions.

AB79

A famous career

Read the text quickly. Try to work out the meaning of the underlined words. Check your answers in Activity Book Exercise A.



Ibn al-Haitham

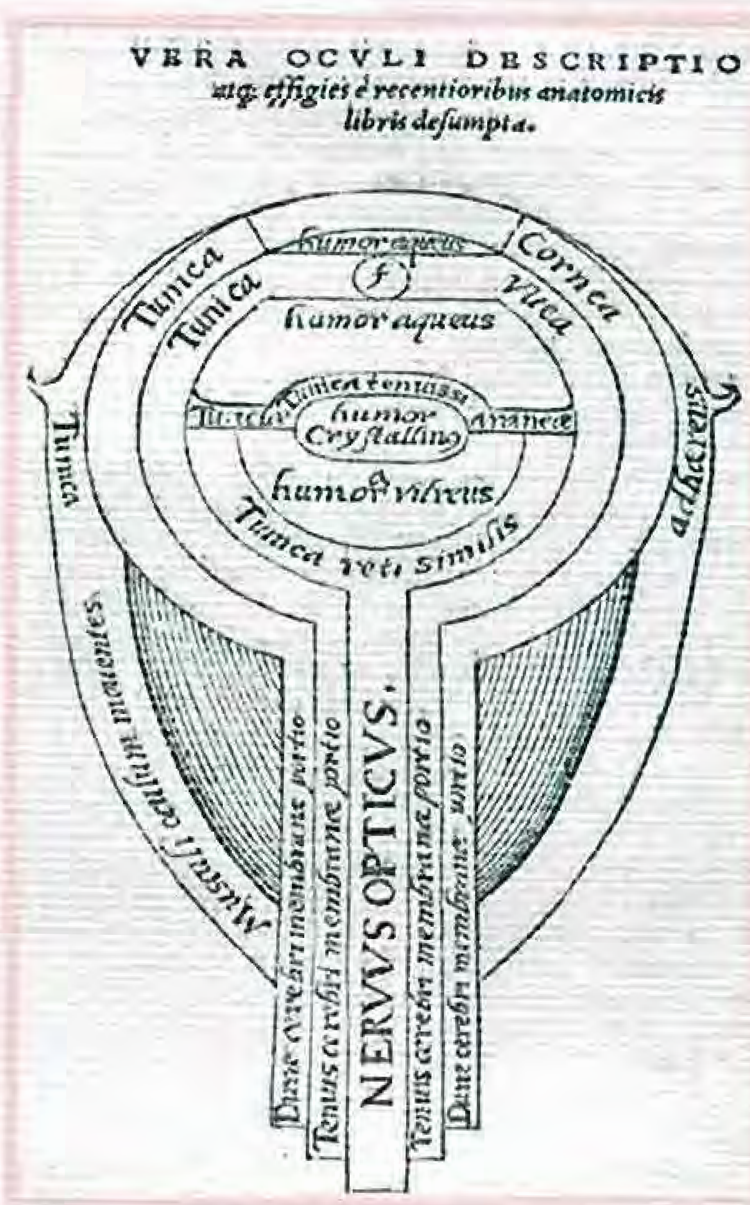


Diagram of the human eye

Abu Ali al-Hasan Ibn al-Haitham, known to the west as Al-Hazen, was born in 965 in Basra, Iraq. He received his education in Basra, Baghdad and later travelled to Egypt and Spain. In Medieval Europe, Ibn al-Ḥaitham was called 'The Physicist'. He is also sometimes called 'al-Basri' after his birthplace Basra in Iraq.

We don't know much about Ibn al-Haitham's early career, but the Caliph in Egypt needed him to regulate the flooding of the River Nile. He proposed a hydraulic system but the task was impractical at that time. During his stay in Spain, he contributed to the fields of mathematics, physics, medicine, scientific methods and especially optics.

Ibn al-Haitham was known as the 'Father of optics' for his great contributions in the field of optics. He was one of the most eminent physicists who ever lived. All the Medieval and western scientists on optics based their work on Ibn al-Haitham's theories on light and optics. His most famous work is *Kitaab al Manazir* (Book of Optics) which is in seven volumes. This great work was translated into Latin and many other languages. He made many experiments on the movement of light, colours, optical illusions and reflections. Also, he discovered the laws of refraction and gave a scientific explanation of the parts of the eye and the process of vision. This successful and famous mathematician, astronomer, optician and physicist died in 1040, possibly in Cairo.

In 2015, UNESCO celebrated Ibn al-Haitham's achievements in optics, mathematics and astronomy. With the help of some science centres, the short educational film *1001 Inventions and the World of Ibn Al-Haytham* was produced.

According to medieval biographers, Ibn al-Haitham wrote more than 200 works on a wide range of subjects. Most of his works are now lost, but more than 50 of them have survived to some extent.

AB80–81

A school project

Bob Pearson is a British teacher working in Iraq. Faisal has interviewed him for a school project.



Read Faisal's notes and work out what questions Faisal asked and what Bob's answers were.

Name	Bob Pearson
Present job	English teacher for Iraq Petroleum. Works at training centre.
Duties	Teaches English to trainees – students training to be technicians or fire officers.
Career history	After school, University of London – studied English – 3 yrs. Teacher-training course – 1 yr. Taught English in Italy – children. Then Turkey – adults.
Advantages of the job	Enjoys working with young people. Iraq a great place – opportunities for visiting historical sites. People very friendly.
Disadvantages	None, except sometimes too hot.
Plans for the future	Go back to university – study for higher degree to improve career. Go to another country.

29 **Now listen to the interview.**

Discussion
Think of other questions to ask Bob.

AB81

Round up

In this unit you have practised the following things:

1 Talking about the future.
I'm going to leave school as soon as I'm 16. *(The speaker has made a plan.)*
You will only get pocket money. *(The speaker is talking about something in the future that is certain.)*

2 Using clauses with *who, which* or *that* to identify people and things.
Use *who* for people and *which* or *that* for things.

A vet is someone who takes care of sick animals.
That's the dog that frightened my little sister.

3 When to use and when not to use *a, an, the* before nouns.
- **'a'** when talking about one thing in a general way: Can I have a pen, please?
  before jobs: I want to be a teacher.
- **'an'** before a vowel: Can I have an apple, please?
- **'the'** when talking about a particular thing or one already mentioned:
  The pen on your desk is mine.
- **'the'** when there is only one of these in the world. The sun is shining.

Don't use *a* before things that cannot be counted: I need (some) fresh milk.

Don't use *a, an* or *the*
- before the names of school subjects: I'm good at history.
- before the names of places: We go to Dohuk for our holidays.
- after 'like' ...
  (a) before plural nouns if they are general: I like apples.
  But: I like the apples that grow in our garden.
  (b) before things you can't count: I don't like meat.
  But: I liked the meat that we had for dinner last night.



4 Asking for and giving directions.

Can you tell me how to get to the Grand Hotel?

Go to the traffic lights. Turn left at the lights. Go straight along East Street. The Grand Hotel is on the right.

5 And you have ...
- talked about jobs you would and wouldn't like to do.
- studied paragraphs.
- written a paragraph about your plans for the future.
- listened to conversations and taken notes.
- interviewed someone and used your notes to write about the person's career.

AB82

What should I do?

Read the text and answer the questions.

1 What advice would you give Mona?
2 Which reply below is the most sensible advice?
3 Which reply is the worst advice for Mona. Why?

Mona is 18. She has been worrying about what she is going to do after her exams next year. Some of her friends are planning to go to college and study further. Others are leaving school and getting jobs in shops and offices. Mona is confused and cannot decide what is best for her, so she starts a blog and invites anyone and everyone to give her some ideas and advice.



Hi everyone. I'm Mona. Please help me decide what to do when school finishes next year. Shall I get a job or shall I continue studying? I really don't know what job I want to do. I enjoy science, maths and art and I am getting good grades, but I really don't like being away from home. Thanks! Mona



Hi Mona. I think you should give up school and work in a shop. You could live at home and you would be using your maths every day. You would have money to spend from your job too! ☺ Fatima



Hi Mona – you should really go to college. Until you decide what job you want, you need to stay in education. Ask your teachers for advice and do some research about different jobs and how you become qualified to do them. If you find a job you really enjoy, you will be much happier! Fouza



Mona, make sure you apply for university now. You are good at some very important subjects and you must study medicine. It will take a long time to become a doctor but you will earn good money and have a very important job. Give up art – it is useless and will not help you in life. Leena



Dear Mona, I think you need to go to language school in another country like me. It's great fun and you meet lots of new people. Dalia

Write your own reply to Mona's blog.

AB82

Unit 7

Lesson 1

AB85

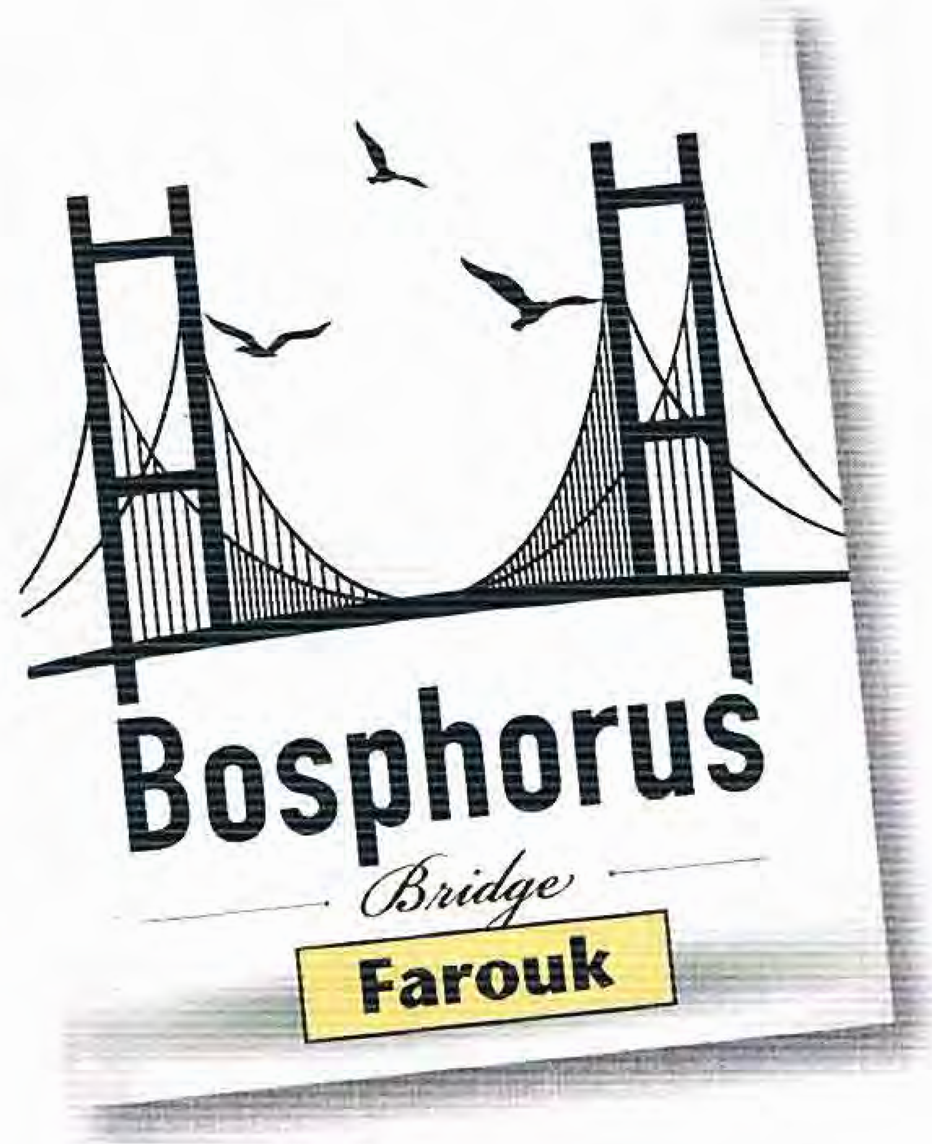
30

Other countries

Talk about the pictures.

Here are some souvenirs people have brought back from their holidays.
Where do you think they have been?

I think Farouk has been to ... because ...



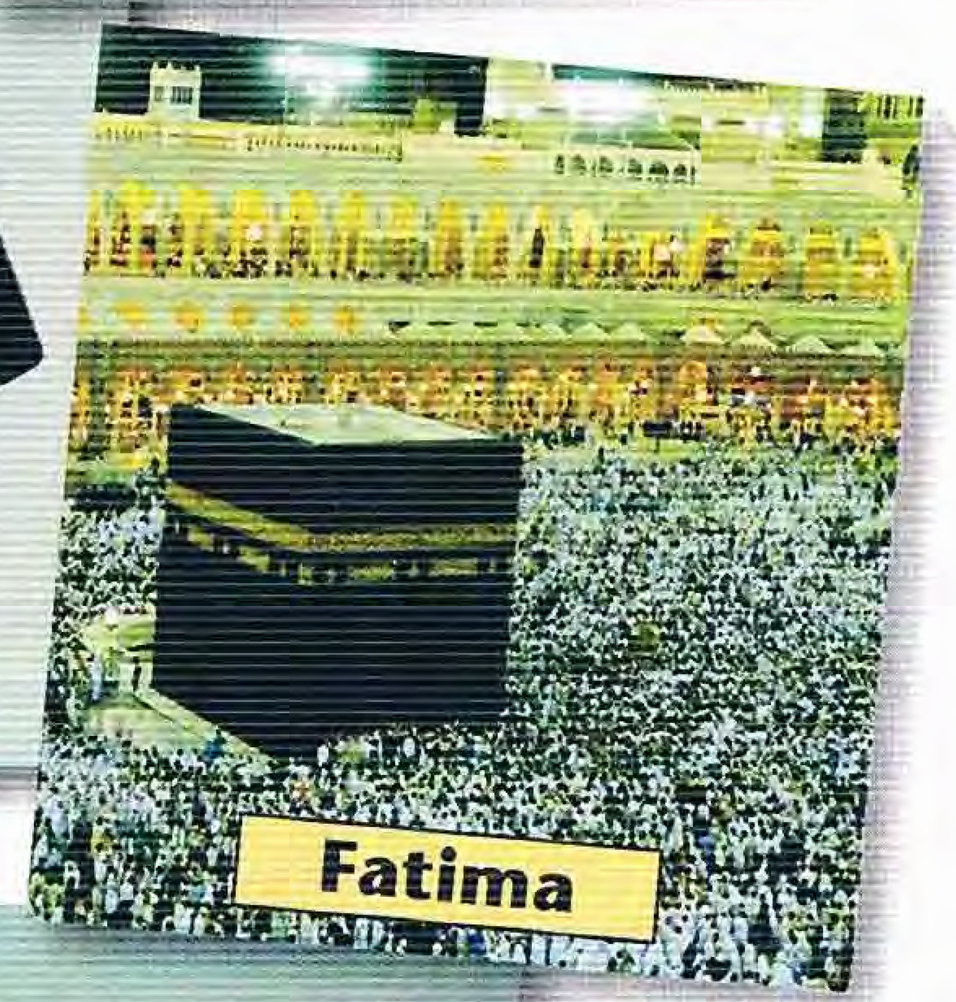
Farouk


Lina


Zahra


Mansour


Hosni and Hussein


Fatima


Amina and Aisha


Khalil

30 Now listen and check your ideas.

Discussion

What other names of countries do you know?
Try to think of one for each letter of the alphabet.

AB85

Different countries, different customs

Find names of the following in the texts very quickly:

3 countries 1 city 2 days 5 forms of transport







Different ways of getting around

* Holland is very flat, so people there often ride bicycles.
* People who live in Africa usually travel by bus.
* North Americans hardly ever walk. They nearly always use cars.
* Because London is an extremely crowded city, most people who work there travel by bus or underground every day.
* People who live in Indian cities often travel by rickshaw.





Business hours

British schools and government offices are usually closed on Saturdays and Sundays. Shops used to close on Sundays, but now most of them are open. Banks and post offices are open on Saturday mornings. People who work in Britain often start work at nine in the morning and finish at half past five in the afternoon. Business hours in European countries that have hotter climates than Britain are different. Shops and offices close after lunch and open again at four or five in the afternoon.

Time adverbs

1 Some time adverbs give a definite time:
every day, in the morning
2 Some time adverbs give an indefinite time:
often, usually

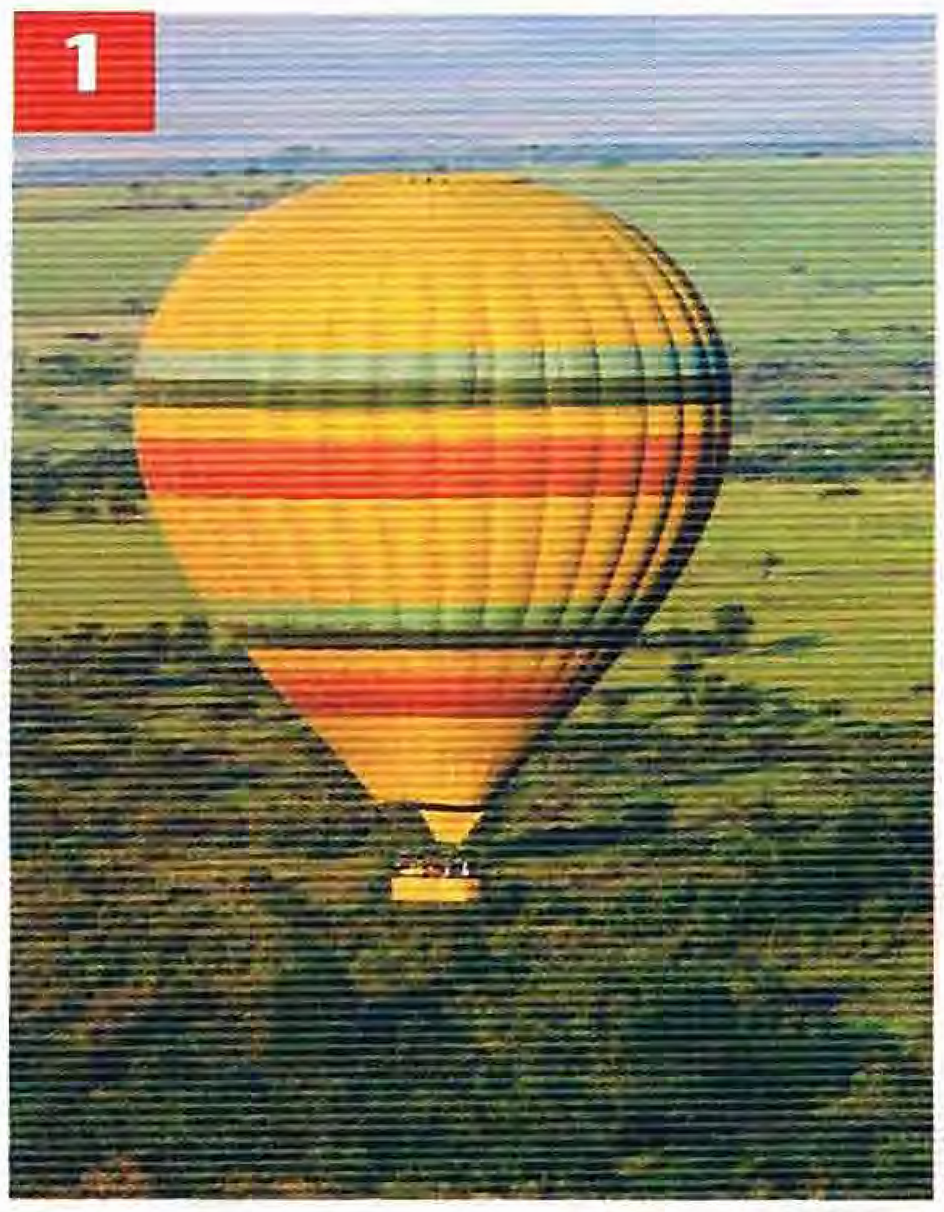
Find examples of both in the texts. Where do they go in a sentence?

AB85–86

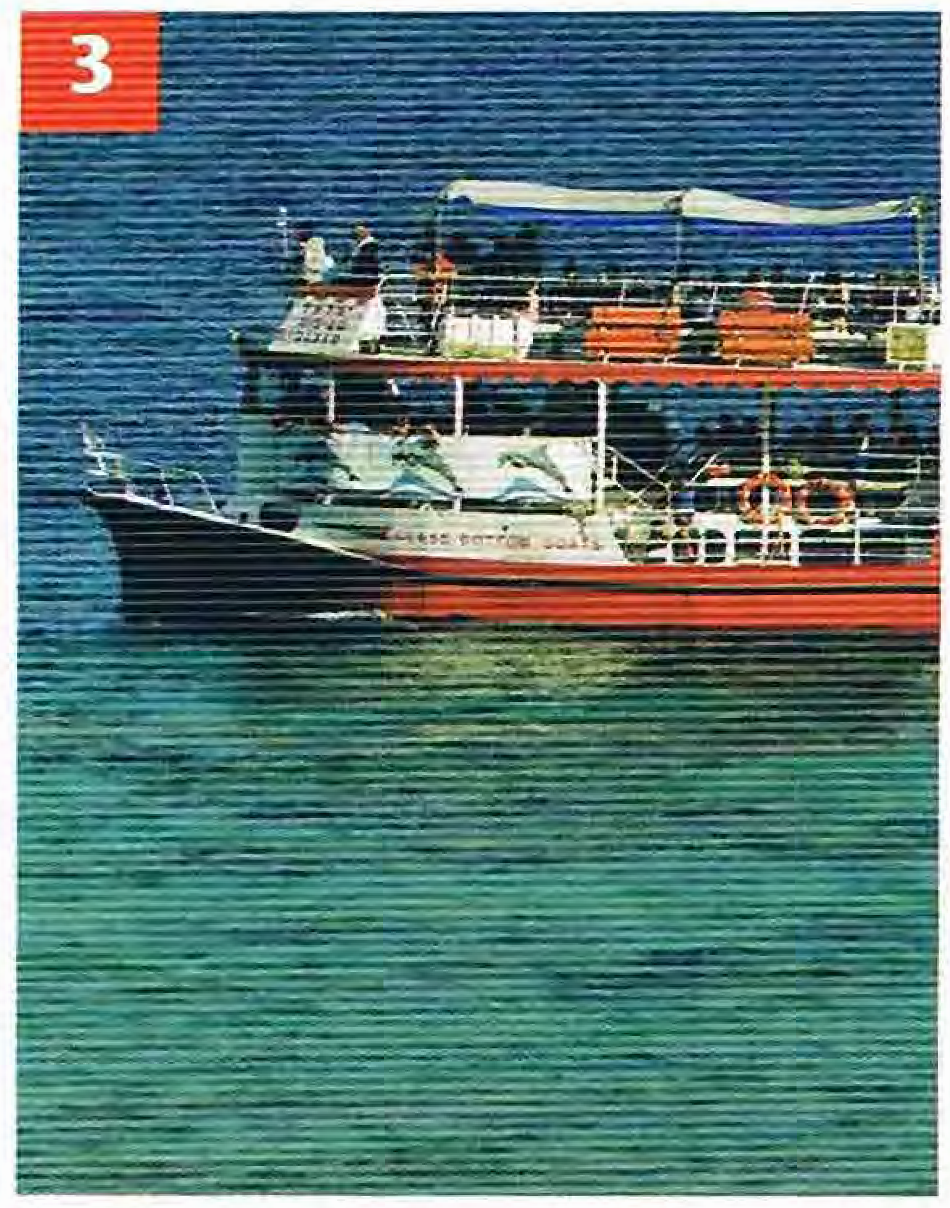
AB86–87

Travel adventures

**How are the people in the three pictures travelling?
Why do people choose to travel in these ways?**

1


2


3


Read about three travel programmes and answer these questions.

1 Match pictures 1–3 to each travel programme.
2 What natural features are mentioned in the three programme descriptions?

TV this week



A new series of travel programmes: Wednesdays at 7.30 **See the first of 12 travel programmes on Wednesday this week. Each week, a different adventurer travels to some of the greatest natural features on Earth. The most famous rivers, mountains, deserts and volcanoes in the world are visited in this series and the photography is stunning.**

Week 1: John Wilson, from the United Kingdom, goes on a journey through Africa down the Nile, the longest river in the world. He travels by boat for most of his journey. It begins at Lake Victoria and follows the White Nile to Khartoum. It continues slowly down to Lake Nasser in Egypt, past the cities of Aswan, Asyut and Cairo. John has many adventures before he reaches the end of his journey at the Mediterranean Sea.

Week 2: Alan Bridges, from Australia, aims to do the 1,000-kilometre journey through the Himalayas from India to China. He does the first 250 kilometres on horseback, riding carefully through the foothills of the mountains to Mount Everest. Then he climbs higher on foot for another 100 kilometres. Although this is very tiring, Alan says it is the best way to enjoy the fantastic scenery. Although he soon becomes exhausted and is unable to complete the whole distance, this programme still makes wonderful viewing.

Week 3: Fareed Lafta, from Iraq, travels by hot-air balloon over the world's largest desert, the Sahara. Lafta's goal is to fly right across the desert from the Atlantic Ocean to the Red Sea. The journey ends unhappily with a helicopter rescue in Niger, but there are fantastic views of the Sahara from the balloon before the adventure comes to its unexpected end.

AB86–87

How? Where? When?

Adverbs and adverbials

These give information about a verb. They tell us how, where and when something happens.
For example: *We got here very quickly.* (how)

Adverbs are single words (*quickly*).
Adverbials are phrases: *We left on Tuesday*. (when)

Find 8 adverbs or adverbials in the text on page 68.

Word order

Time/ Frequency: Put <u>in</u>definite time and frequency adverbs before the verb:
*I **sometimes** go swimming.*
Put <u>definite</u> time adverbs at the beginning or end of a sentence or clause.
***After school**, I'm going to have a swim.*
*I'm going to have a swim **after school.***

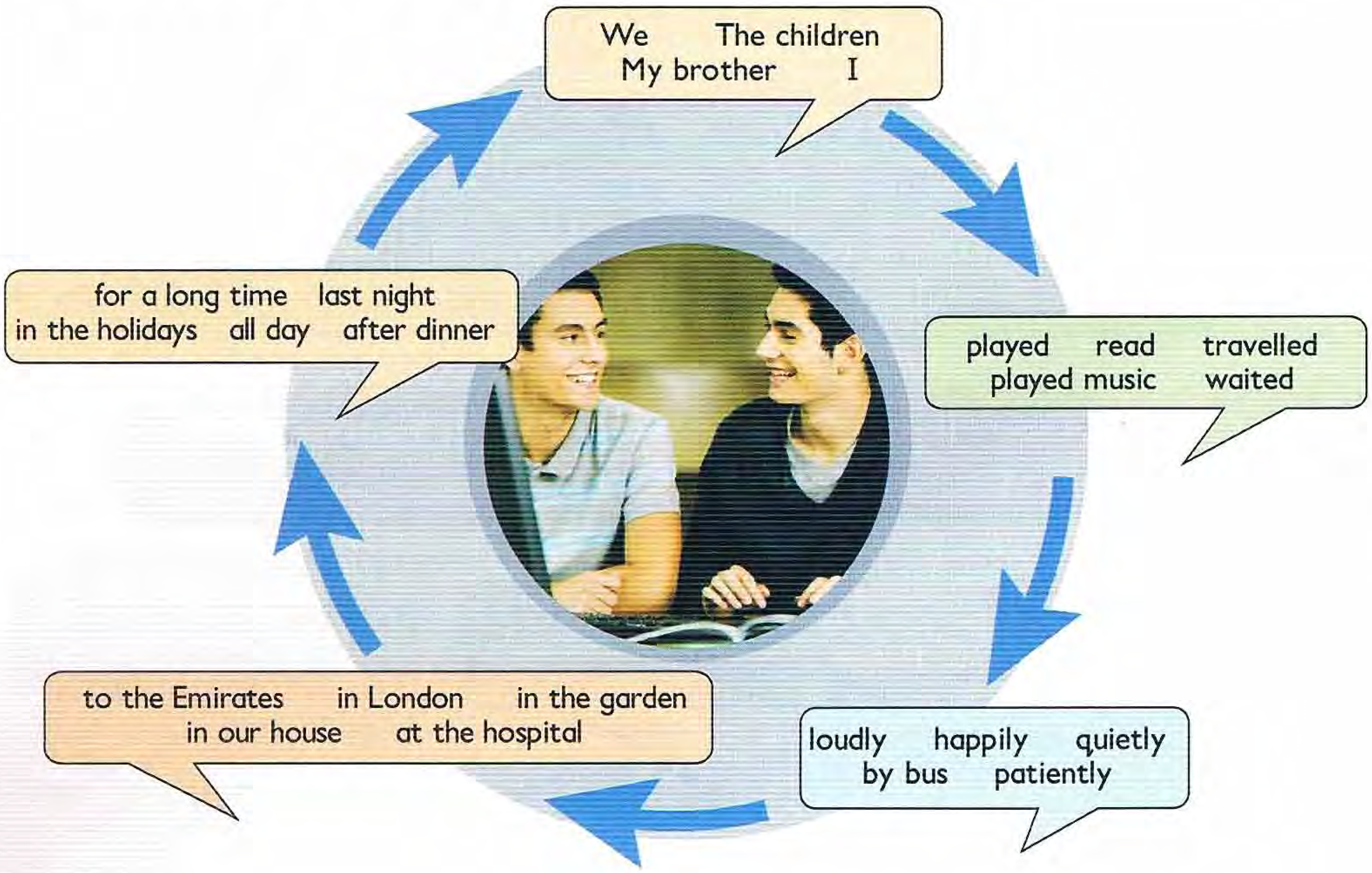
Manner: Put adverbs of manner after the verb or the object:
*They walked **slowly.***
*They crossed the desert **on foot.***

Place: Put adverbs of place after the verb or object.
*I gave my homework **to my teacher.***

If you have three adverbials, the usual order is Manner, Place, Time:
*My friend sang **very well** (M) **at the concert** (P) **last night** (T).*

Use words from each speech bubble to say sentences. Check your partner's sentences.

Example: *I played happily in our house last night.*



AB88–89

I'm sorry …

31 **Listen and number the pictures in the order you hear the conversations.**

A

B

C


Apologizing

Here are some examples of making and responding to polite apologies in English.

1 A: Hey! You just knocked into me!
B: **I'm sorry.**
A: **That's OK.**

2 A: **I'm so sorry.** I just knocked your bag on the floor.
B: **Don't mention it.**

3 A: Open your books at page 43, please.
B: **Pardon?**
A: Page 43, please.

4 A: I have a bad headache.
B: **Oh, I'm sorry.** Can I get you anything?
A: **That's OK, thanks.** I think I'll just go to bed.

Use the photos to role play conversations with your partner. Swap roles and repeat.

I'm sorry. I just dropped some water on your shoe.

Don't mention it. I can dry it easily.

AB90–91

Two African countries

What do you know about these countries?

Read the texts and do the Activity Book exercises.

LIBYA

Area	*1,759,541 sq. km.*
Population	*6,244,174*
Currency	*Libyan dinar*
Language	*Arabic*



Libya is a large country in North Africa with a long coastline on the Mediterranean Sea. Most of the population live in and around the capital, Tripoli, and the second city, Benghazi. The rest of the country is mostly desert and mountain. It can be quite cold in the mountain areas in winter, but, in general, the climate is hot and dry. In the spring and autumn the *ghibli*, a hot, dry wind that carries sand, blows. Then the temperature can rise very fast. The highest temperature in the world, 58 degrees centigrade, was recorded in Libya in 1972.

In the narrow, fertile northern area, agriculture is important and a lot of food is produced. Many people farm sheep, goats and cattle. However, Libya's main product is oil. It also has natural gas. The country has some magnificent ancient places to visit such as Leptis Magna, an important city 2,600 years ago.

SUDAN

Area	*612,184 sq. km.*
Population	*12,681,647*
Currency	*Sudanese pound*
Language	*Arabic*



Sudan is the third largest country in Africa. Most of the north is desert, but there are flat grasslands in the centre and forests and high mountains in the south and west. Two rivers, the Blue Nile and White Nile, join at Khartoum, the capital. These are the country's main source of water.
The main crops and exports are cotton and sugar. Sudan has one of the world's largest sugar refineries. Sudan is the world's main producer of gum arabic. Animal farming is also important.

AB92–93

Unit 7

Lesson 7

AB93

32

The Asian Games

How much do you know about the Asian Games?

Can you answer these questions?

1 How often do the Games take place?
2 When did they begin?
3 Whose idea was it to hold the Games?
4 Where were the first Games held?
5 Where and when were the last Games held?
6 Has Iraq won any medals in the Games?

32 Listen and read the text and check your ideas or find the answers.

THE ASIAN GAMES

The Asian Games are held every four years. Young people from all over Asia compete in more than 30 kinds of sport. It is an exciting festival. Strength and skill are tested and friendships are built between people from different countries. The Games are also an opportunity for cultural exchange because the programme includes musical performances and exhibitions of architecture and the arts.

HISTORY OF THE GAMES

The Asian Games were started after the end of the Second World War. The idea was to build international friendship through sport. This idea came from India, so the first Games were held in the Indian capital, New Delhi, in 1951. In that year, 489 athletes from 11 countries took part in the Games. Since then, the number has grown, and now more than 40 countries compete in the Games.

THE OCA

The Asian Games are organized by the OCA. These letters stand for the Olympic Council of Asia. Forty-five countries and regions are members of the OCA, and most of them have won medals at the Games.

WHERE THEY'VE BEEN HELD

Most recently the Asian Games have been held in Doha, Qatar (2006), Guangzhou, China (2010), and Incheon, South Korea (2014).

IRAQ'S RECORD IN THE GAMES

An Iraqi team has attended the Asian Games seven times since 1974. Up to 2014, Iraq has won six gold medals, 15 silver medals and 23 bronze medals, which is unusually good for a country in a difficult situation. An extraordinary Iraqi competitor was Ali Adnan Amir, who at just 10 years old competed in a men's 200m individual medley heat at the Asian Games in Doha, Qatar on 6 December 2006.

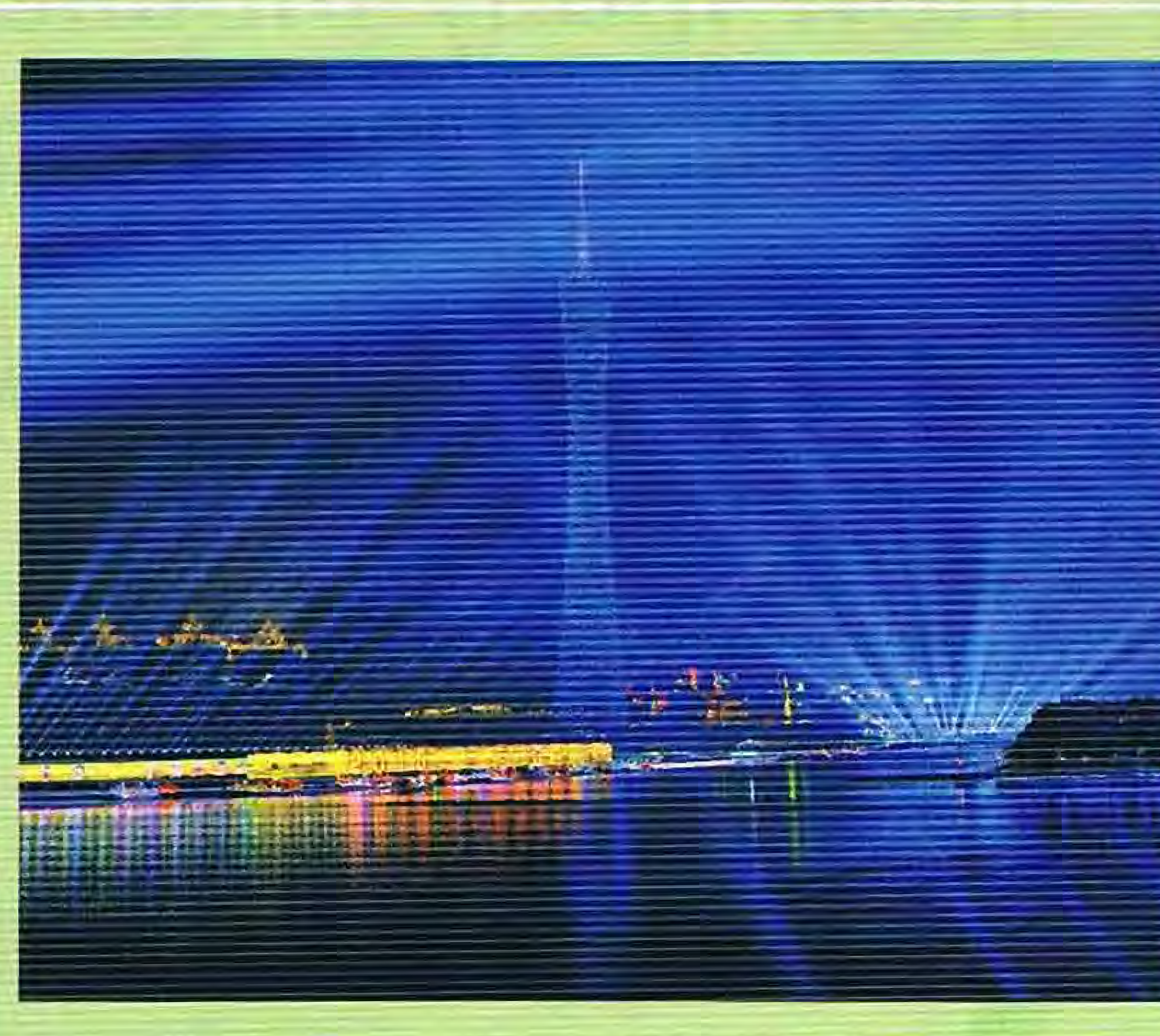






PREVIOUS HOST CITIES

1951	New Delhi (India)
1954	Manila (Philippines)
1958	Tokyo (Japan)
1962	Jakarta (Indonesia)
1966	Bangkok (Thailand)
1970	Bangkok (Thailand)
1974	Teheran (Iran)
1978	Bangkok (Thailand)
1982	New Delhi (India)
1986	Seoul (Korea)
1990	Beijing (China)
1994	Hiroshima (Japan)
1998	Bangkok (Thailand)
2002	Busan (South Korea)
2006	Doha (Qatar)
2010	Guangzhou (China)
2014	Incheon (South Korea)



TOTAL NUMBER OF MEDALS WON IN THE ASIAN GAMES

NATION	GOLD	SILVER	BRONZE	TOTAL
China	151	108	83	342
Korea	79	71	84	234
Japan	47	76	77	200
Kazakhstan	28	23	33	84
Iran	21	18	18	57
Thailand	12	7	28	47
DPR Korea	11	11	14	36
India	11	10	36	57
Chinese Taipei	10	18	23	51
Qatar	10	0	4	14
Uzbekistan	9	14	21	44
Bahrain	9	6	4	19
Hong Kong	6	12	24	42
Iraq	6	15	23	44
Malaysia	5	14	14	33
Singapore	5	6	13	24
Mongolia	5	4	12	21
Indonesia	4	5	11	20
Kuwait	3	5	4	12
Saudi Arabia	3	3	1	7
Myanmar	2	1	1	4
Vietnam	1	10	25	36
Philippines	1	3	11	15
Pakistan	1	1	3	5
Tajikistan	1	1	3	5
United Arab Emirates	1	0	3	4
Sri Lanka	1	0	1	2
Cambodia	1	0	0	1
Macau	0	3	4	7
Kyrgyzstan	0	2	4	6
Jordan	0	2	2	4
Turkmenistan	0	1	5	6
Bangladesh	0	1	2	3
Laos	0	1	2	3
Afghanistan	0	1	1	2
Lebanon	0	1	1	2
Nepal	0	0	1	1

AB93

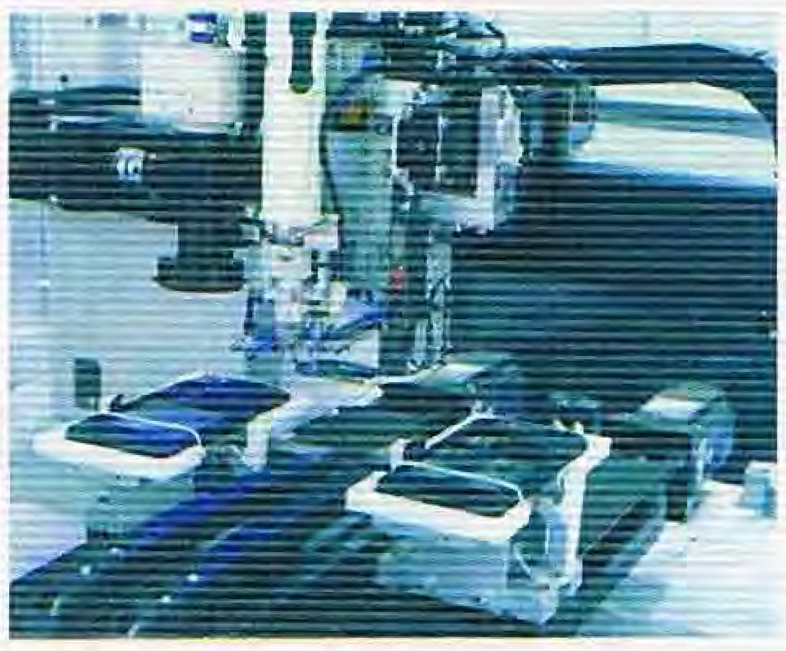
How many mobile phones are produced every day?

Read and match the sentences to the headlines.

1 Just ten years later, this has doubled, and four million barrels of crude oil per day are produced.
2 Earlier in 2014, 68 million mobile phones were manufactured in India's mobile phone plants.
3 Today, a record 338,000 cars are produced by the Kia Motors' European factory.
4 Over 100 million mobile phones are now manufactured each year in Indian factories, and this number is set to rise.
5 In 2008, 150,000 cars were produced in the Slovakian Kia Motors' factory.
6 Around two million barrels of oil per day were produced by Iraq back in 2006.



Assembly lines at car plant reach 98% efficiency



Phone production in India has reached 100 million



Oil production doubled in a decade

AB94–95

Round up

In this unit you have practised the following things:

1 Adverbs of time

Adverbs of time tell us when something happens.

Examples of definite time adverbs: yesterday, every day, in the morning
Examples of indefinite time adverbs: often, usually

2 Adverbs of manner

Adverbs of manner tell us how something happens.
They can be single words: slowly, well
They can be phrases: by car, on foot, in a friendly way
Single adverbs of manner often end in *ly*.

3 Adverbs of place

Adverbs of place tell us where something happens.
They can be single words: here, there
They can be phrases with a preposition: in the house, on the table

4 Word order for adverbials

Indefinite **time** adverbs go before the verb: I sometimes go swimming.

Definite time adverbs can go at the beginning or end of a sentence or clause.
After school, I'm going to have a swim.
I'm going to have a swim after school.

Adverbs of **manner** go after the verb or the object:
They walked slowly.
They crossed the desert on foot.

If you have two adverbs of manner, you can choose the order in which to put them:
They crossed the desert slowly on foot.
They crossed the desert on foot slowly.

Adverbs of **place** go after the verb or object:
I gave my homework to my teacher.

With three adverbs, the usual order is Manner, Place, Time:
My friend sang very well (M) at the concert (P) last night (T).

5 Present and past passive

Cotton and sugar are grown in Sudan. (by farmers)
The highest temperature ever was recorded in Libya in 1972. (by? We don't know.)
Leptis Magna was built around 2,6000 years ago. (by? We don't know.)

6 Past simple and present perfect tenses

The past simple tense is used for ...

- events that happened at definite times in the past:
  I saw him an hour ago.
  I read that book last year.
- events that happened over time in the past:
  I lived in that house when I was little.
  I ate lots of sweets when I was on holiday.

The present perfect tense is used for ...

- events that began in the past, but not at a definite time:
  I have been to England.
  I have seen that TV show.
- events that happened in the past and are still continuing:
  I have been in this school for three years.
  I have lived in this house since I was three.

And you have ...

- talked about different ways of getting around.
- asked and answered questions about using English.
- noted details in a recorded narrative and used them to write a summary.
- read factual texts about other countries.
- written about souvenirs and customs.
- found out about a country and written two paragraphs.

AB96

Life is like a cup of coffee

STORY TIME

Read the following story and try to answer the questions.

1 Why did the professor bring different cups for the coffee?
2 Look at the underlined words. What do they mean?
3 What is the moral lesson of the story?

Life is like a cup of coffee



A group of alumni from different Iraqi provinces, highly established in their careers, agreed to visit their old university professor. He is an Indian who lives in Hyderabad. They heard that he was very sick. The alumni, two from Al Muthanna, two from Diyala, one from Tikrit and one from Dhi Qar, decided to take the plane from Baghdad to Hyderabad. When the plane landed in Hyderabad, they took a train to the city centre and from there they went to the house of their professor by rickshaw. They reached his place easily. He was very excited to see them.

Conversation started and soon turned into complaints about stress in work and life. Offering his guests coffee, the professor went to the kitchen and returned with a large pot of coffee and an assortment of cups – porcelain, plastic, glass, crystal, some plain looking, some expensive, some exquisite. He told the guests to help themselves to the coffee.

When everyone had a cup of coffee in hand, the professor said, 'If you noticed, all the nice looking expensive cups have been taken up, leaving behind the plain and cheap ones. While it is normal for you to want only the best for yourselves, that is the source of your problems and stress.

'Be assured that the cup itself adds no quality to the coffee. In most cases it is just more expensive and in some cases even hides what we drink. What all of you really wanted was coffee, not the cup, but you consciously went for the best cups ... And then you began eyeing each other's cups.

'Now consider this: life is the coffee. The jobs, money and position in society are the cups. They are just tools to hold and contain life, and the type of cup we have does not define, nor change the quality of life we live.

'Sometimes, by concentrating only on the cup, we fail to enjoy the coffee. Savour the coffee, not the cups! The happiest people don't have the best of everything. They just make the best of everything.'

The alumni fully understood the lesson, and made their former professor feel happy.

They went back to Iraq after a week as wiser men.

Live simply. Love generously. Care deeply. Speak kindly.

AB97

Listening

Why it is important to listen carefully

1 to hear information correctly.

2 to hear grammatical points because they carry meaning.

3 to hear <u>how</u> the speaker feels. Sometimes meaning is carried in the way someone speaks rather than in the words themselves.

33 Listen to the conversations and answer the questions.

As you listen, read these sentences. What tenses are used? Why?

1



1 Which of these does Hamid say?
   (a) *will help you ...*
   (b) *I would help you ...*
   (c) *You have been helped ...*

2



1 Who says these sentences?
   (a) *I've worked with this company for ten years.*
   (b) *You worked with this company for ten years.*

2 What does Mr Pearson mean?

3



Choose the correct tense for each verb.

1 **Fadia:** (a) *I'm phoning/did phone about the class magazine.*

2 **Haya:** (a) *Oh, yes, I'm writing/have written the town news article.*
   (b) *You'll have/had it tomorrow.*
   (c) *I'm going to write/I have written it this evening.*

33 Listen again. Note down the feelings of all the speakers.

Speaking

- Working with a friend is a good way to revise.
- Take turns asking questions about different pages.
- Only the pupil who is asking the questions has his/her book open.
- Remember to speak clearly.

Ask and answer these questions.

Graduation party reviews (page 49)

1 Which girl arrived too late to get a good view?
2 Which group of students performed at the graduation party?
3 Which day was the party?

The school of the future (page 59)

1 What will replace fewer small schools in the future?
2 Where will young people who are interested in music be able to study?
3 How will students be able to find a teacher for their specialist interest?

A famous career (page 62)

1 Where was Ibn al-Haitham born?
2 What is he most famous for?
3 When did he die?

Travel adventures (page 68)

1 How did the man travel through Africa?
2 How did the man travel through the Himalayas?
3 How did the man travel over the Sahara?

Two African countries (page 71)

1 Which continents are Libya and Sudan in?
2 What's the capital of Libya?
3 Which two rivers join in Khartoum?
4 What's produced in Sudan?
5 Does Libya have oil and gas?
6 Which is bigger – Libya or Sudan?
7 Is Sudan on the Mediterranean Sea?

Production lines (page 74)

1 In 2006, how many barrels of crude oil were produced each day in Iraq?
2 Where are 100 million mobile phones manufactured each year?
3 How many cars are produced in Kia's European factory?
4 What has happened to oil production in Iraq in the last ten years?

Now play the game on page 57 of your Student's Book.

Reading

Read the title and the words in red. Then shut your book. How much do you know about the story?



An unusual journey home

Rafal is a 14-year-old schoolgirl. She lives with her family in a house in Baghdad. She likes animals and has two pet cats. Her school is not far from her house, so she walks every day with her friends. In the winter, it gets dark very early, so then they walk home from school in the dark.

One day in November, Rafal saw this newspaper headline: Rare cat missing from TV studios. Rafal was interested. The story was about a famous cat called Paulo that appeared on one of Rafal's favourite TV shows. The cat had been missing for two days and the owner was worried it may have been stolen.

That afternoon Rafal had to go home on her own. Her friends were staying at school for extra English lessons. 'I'm worried about that missing cat,' thought Rafal. 'I hope it's been found now.' As she was walking along, Rafal began to feel that there was something behind her. It sounded like a small animal padding along a few metres away. 'It's probably a stray cat or dog,' she said to herself. When she looked round, she could not see anything. Nevertheless, she started walking more slowly to see if the small footsteps would return.

Rafal was not far from her home when she heard a meow, 'Meow.' It made her jump. She looked around and saw something moving near a fence on the other side of the road. 'It's just a stray cat,' Rafal told herself. Suddenly, the creature ran from behind the fence and dashed across the road in front of her. Rafal could hardly believe her eyes! The 'stray cat' was Paulo from the TV show!

Rafal gently approached Paulo and stroked it. It purred and seemed to like her. She managed to pick it up and carry it home. After explaining the story to her mother and giving Paulo some food and milk, they called the TV studio and told them they had Paulo. The owner and the TV studio were so pleased to have Paulo back that Rafal was rewarded with a tour of the studio.

Now read the sentences in red and blue. Then shut your book and tell the story.

Find these words and work out their meaning:

famous extra padding along Nevertheless dashed tour

Writing

After you do a piece of writing, you should always edit it for mistakes.

First, study the mistakes in red in this piece of writing. Correct each mistake and use the key to identify which kind of mistake it is. Then think about the order of the paragraphs.

KEY			
P. = punctuation	Gr. = grammar	WO = word order	‿ = Join
	Sp. = spelling	WW = wrong word	ʎ = word missing

More than thousand[1] years ago, people used to watch falcons catching for food birds and animals[2]. The Bedouin lived mostly on dates, milk and bread. It was difficult to catch animals and birds. Then they have learned[3] how to catch falcons. Soon, the Bedouin were eating meat there[4] falcons for them caught[5]. Their favourite bird was the large long-legged houbara. They cooked it over a fire and it tasted delicious.

Did you ever watch[6] a falcon diving down from sky[7]? They are the fast[8] things in the natural world. They fly high up and then dive down to kill a bird or a small animal. Some falcons can dive at 240 kph!

The bedouin[9] used to hunt on camels. They rode fast as they followed their flying falcons. Today, falconry is a sport, not a necessity, and falconers ride most[10] in air-conditioned 4WDs.

One disadvantage of this sport is that too much[11] rare birds might be caught. However, many goverments[12] such as Iraq have set up protected areas for birds. People cannot hunt there. As a result, wildlife numbers went up[13]. The enviroment[14] is more richer[15].

If nothing was done about this, there would no birds soon be left[16]. These safe areas for birds are also good habetats[17] for other animals.

Check your ideas by looking back at page 31.

Storytelling

1 **Work in groups. Categorize the elements of a good story.**

Plot devices Events that can happen in a story	**Structural devices** Ways of organizing the parts of a story	**Language features** Types of word or phrase to use in a story

exclamative sentences   conflict and resolution   adjectives
betrayal   beginning, middle and end   rise and fall
mistaken identity   adverbs   overheard conversation

2 **Read the story opposite. Match the words from the story to their meanings.**

1 **stork**   a) clothes to hide your identity ☐
2 **devious**   b) disappear ☐
3 **disguise**   c) a tall long-legged bird ☐
4 **grub**   d) clever but dishonest ☐
5 **vanish**   e) a worm ☐

3 **Which elements from the table can you find in the story? Discuss with a partner.**

4 **Work in groups. Look in the story for more plot devices, structural devices and language. Add them to the table.**

The Stork-Ruler

Once, there was a ruler of a famous city who liked to walk around the markets every afternoon. He wore a disguise so that no one could recognize him. He liked to listen to the gossip and look for interesting things to buy.

One day, at the market, an old man offered him a decorated box of sweets.

'How much do you want for it?' asked the ruler.

'One gold coin,' said the old man.

'A bargain!' said the ruler. He paid the old man. Then he opened the box and ate a sweet.

'Delicious!'

But as he spoke, he turned into a stork!

It must have been a magical sweet! The ruler was very shocked. He had never been a stork before. He looked around for the old man, but he had vanished.

'Perhaps,' he thought, 'if I eat another sweet, I will turn back into a man.' He used his beak to take another sweet from the box. It was as delicious as the first – but it didn't change him back. He ate another sweet, and another, until they were all gone. But a stork he remained.

The ruler knew that no one would let a stork into his palace, so he went to live by a lake in the palace gardens. And his brother Nurredin became ruler in his place.

* * *

The next day, as he was searching for grubs to eat by the lake, the stork heard voices approaching. He hid in some reeds and watched. There was his brother, Nurredin – the new ruler. And with him – the old man who had sold him the magical sweets!

'Well done, devious magician,' said Nurredin. He handed the old man a bag of silver. 'Without your tricks, I would never have become ruler.'



The old man laughed. 'It was easy to turn the old ruler into a stork! I knew my box of sweets would tempt him.'

'The fool has always had a sweet tooth,' said Nurredin. 'And now it has been his undoing! Can he ever turn back into a man? I certainly hope not!'

'Don't worry about that,' laughed the magician. 'The old ruler can only undo the spell by taking back his gold coin. But I never give coins to storks!' He laughed heartily.

Nurredin didn't laugh. 'Still,' he said, 'I would rather have the coin myself. It makes me nervous.'

'As you wish,' said the magician. He took the gold coin out of his cloak and handed it to Nurredin. Nurredin walked back towards the palace, and the magician disappeared.

* * *

Just as night was beginning to fall, the stork flapped out of the reeds and flew across the gardens towards the palace. It was a hot, damp night, and he flew straight through an open window into Nurredin's room. Nurredin wasn't there. The stork began to search for the coin.

* * *

As Nurredin returned to his room, he heard a small noise – like a coin dropping to the floor.

'A robber!'

Nurredin ran into the room. There were feathers on the floor, and his brother stood before him.

'I am no robber, brother Nurredin. Why, this is my own palace!'

5 **Work in a group of three. Choose a story beginning.**

A



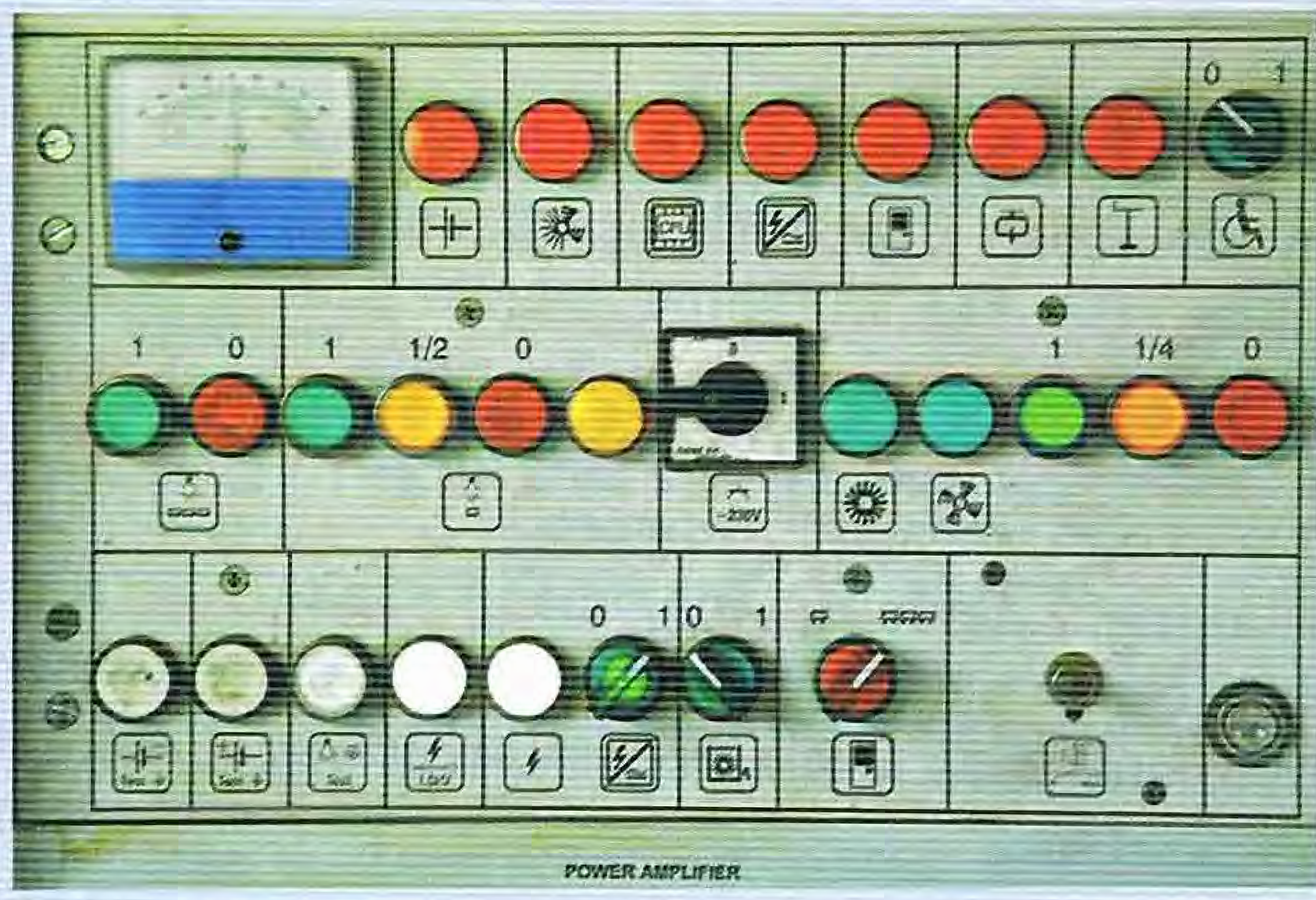
Lost in the Wild Wood

He stood looking down the never-ending tunnel. The path went on as far as the eye could see, surrounded by walls of the darkest green. The trees that lined the way grew tall, reaching up and over. The tall, thin branches were like fingers trapping whoever walked below. Where did this path lead? There was only one way to find out. He bravely took a step forward …

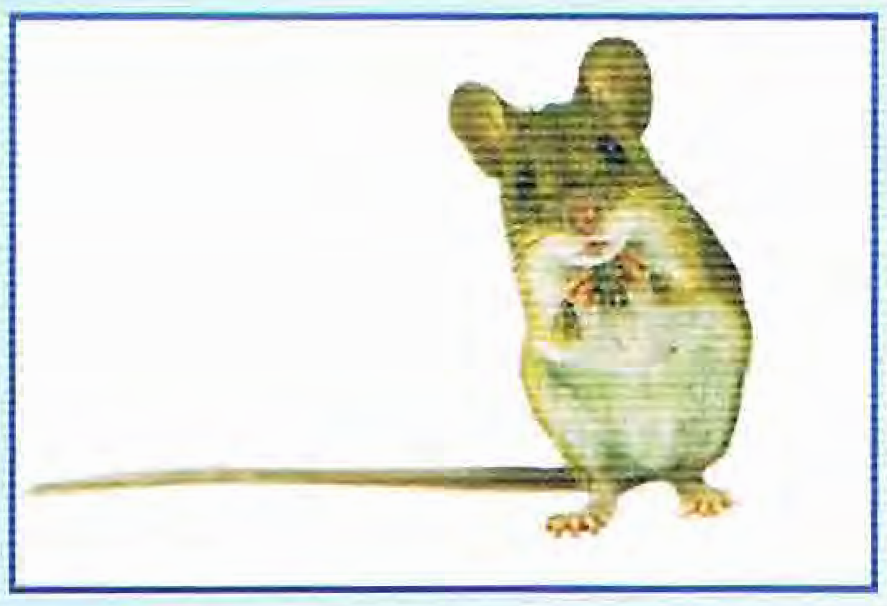
B

The Strange Machine

It was the holidays and I was staying at my uncle's house. My uncle is an inventor. One day, I was slowly searching through the attic. Underneath a dusty sheet in the far corner, I found a very strange machine with many buttons. I had never seen a machine like it before. It was as big as a car. On one side, there was a button that said 'on'.



6 Plan your story. Include two of these objects.









7 Make spider diagrams for descriptive vocabulary to make your writing more interesting.

adjectives: green, tall, thin, strange, dusty

adverbs: bravely, slowly

similes: like fingers trapping whoever walked below, as big as a car

8 Write your paragraph independently.

9 Share with your group and revise. Write the final story as a group.

10 Share your story with the class. Listen to other stories and give feedback.

11 **Work in a different group of three. Choose a story beginning.**

A Treasure in the desert

The men were heading west across the desert, following the tattered map Professor Indry had found tucked in an old diary. This was the fourth day of the exhausting journey and the men were starting to feel weak and frustrated. The youngest member of the group, Ibrahim, suddenly stumbled and cried out in pain as his foot struck a large stone poking up through the sand. He kicked the stone again in anger and jumped in surprise as the ground in front of him began to move like a mouth opening. He called excitedly to the rest of the group.



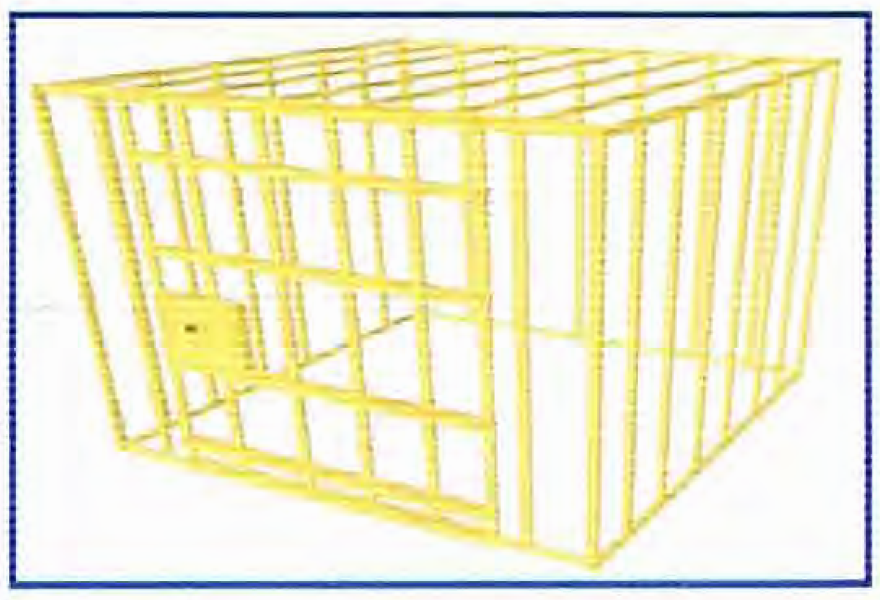
B Going for gold



As Ranya made her way steadily around the running track for the twentieth time, her legs felt as heavy as stone. It was a boiling hot day and she was still aching from yesterday's training, but she knew she had to keep going to have any chance of winning the big race on Sunday. It had been a long and difficult journey to get this far and Ranya had tried hard to fit in all the extra training with her school work. She was determined to make her parents and teachers proud.

12 Plan your story. Include two of these objects.






13 Make spider diagrams for descriptive vocabulary to make your writing more interesting.

adjectives

exhausting, large, boiling hot, difficult

adverbs

excitedly, steadily

similes

like a mouth opening, as heavy as stone

14 Write your paragraph independently.

15 Share with your group and revise. Write the final story as a group.

16 Share your story with the class. Listen to other stories and give feedback.

Transcript

Unit 1 Lesson 2

1

Presenter: ***Listen to the four conversations. Find the names of the people in the pictures and write them in your Activity Book.***

Ibrahim: Hello? Ibrahim, here.
Mum: It's your mum. Look Ibrahim, it's five past one. What are you doing?
Ibrahim: Oh, hi Mum. I'm in the lift. I'm just coming to the ground floor now.
Mum: Oh, well hurry up, then! And what about Salwa? What's she doing?
Ibrahim: Sorry. What was that?
Mum: Salwa! What's she doing?
Ibrahim: I don't know.
Mum: Aren't you with her, then?
Ibrahim: No, I'm with Ameena.
Mum: Who did you say?
Ibrahim: Ameena. Don't worry, Mum. We're coming. See you in a minute. Bye!

Salwa: Hello? Who is it?
Mum: Salwa! It's me. Look. It's five past one! What are you doing? We're waiting for you!
Salwa: I'm waiting in a queue.
Mum: In a queue? Do you know the time? It's five past one – almost ten past one. What are you queuing for?
Salwa: I'm buying an ice-cream. It's very busy.
Mum: There's no time for that. Come back right now, Salwa. Please.
Salwa: I'm really sorry, Mum. See you in a minute.

Hasan: Hello?
Mum: Hasan! It's Mum. What are you doing? It's ten past one!
Hasan: Oh, hi Mum. It's all right I'm just coming down the stairs. Can you see me?
Mum: Not yet, be careful.
Hasan: I'm OK. See you in a minute. Bye!

Jassim: Hello. Jassim here.
Mum: Yes, I know who it is. But what are you doing?
Jassim: Nothing.
Mum: You sound funny. Where are you?
Jassim: I'm in the restaurant. I'm having a burger.
Mum: In the restaurant? But it's five past one! Where's Fahad? Is he with you?
Jassim: Yes, he was thirsty. He's having a cola.
Mum: Look, Jassim. Will you hurry up, please! Bring the burger with you. Tell Fahad to bring his cola.
Jassim: OK, Mum. Sorry. We're coming.
Mum: Quickly!

Unit 1 Lesson 4

2

Presenter: ***Listen and think. Which objects are the people describing?***

1

Voice 1: You'll love this new model from Trekkers! It's very fast, but really safe!
Voice 2: There are front disc brakes to help you stop quickly.
Voice 1: And it has the latest front and back suspension to keep you on the road.
Voice 2: It's really comfortable.
Voice 1: And it's a great buy!

2

Boy: I think it looks good. Do you think it is big enough?
Dad: It says it sleeps two so that should be big enough.
Boy: I'm glad it is insect-proof.
Dad: Mmm. Yes. I don't want to get bitten.
Boy: Yes, ... and look, it only takes thirty minutes to put up. You'll like that!

Unit 1 Lesson 9

3

Presenter: ***Listen to the two conversations. Then write notes to describe two people.***

1 Simon.

Boy 1: Have you seen Simon?
Boy 2: Who's he?
Boy 1: He's the new boy.
Boy 2: What does he look like?
Boy 1: Well, he's tall with green eyes.
Boy 2: Ah, green eyes, that's unusual.
Boy 1: Yes, and he has curly brown hair.
Boy 2: Is that him over there? He's tall ... Oh, no, he's got straight hair.
Boy 1: No, look. There he is. He's wearing blue trousers and a red shirt.
Boy 2: But that's Pete.
Boy 1: No, he's not tall. Look, the one carrying a bag. He's wearing white shoes, well, I mean white trainers.
Boy 2: Simon! Over here!

2 Rachel.

Girl 1: Hi, Sarah. Have you seen Rachel?
Girl 2: Rachel, who's that?
Girl 1: She's new in the school. Don't you know her?
Girl 2: I'm not sure. What does she look like?
Girl 1: Well, she's quite short.
Girl 2: Yes? That could be anyone.
Girl 1: I know. Look, she's got straight hair, straight black hair and brown eyes.
Girl 2: Is that Rachel over there? She's short with straight black hair. Is Rachel's hair long or short?
Girl 1: She's got long hair. Oh, I know. This morning she was wearing a long green skirt and a white blouse.
Girl 2: Well, you've got a good memory. What about socks and shoes?
Girl 1: Yes, I do remember. She had black shoes and white socks.
Girl 2: Oh, I know who you mean. And she was carrying a CD player.
Girl 1: Yes, that's Rachel.

Unit 1 Lesson 10

4

Voice: Kareem walked quickly past the department store and hurried towards the bookshop. As he got closer he saw there was a long queue forming outside the door to the shop and his heart sank. He had been saving up for months and wanted to be the first one to buy the new book by his favourite poet – now he would have to wait in line. As he stood waiting, the hard-working schoolboy pulled the advert for the new book out of his pocket.

Kareem had read all of Al-Nawab's poems at least twice and found them very interesting. The quiet boy spent most of his free time reading or writing his own poems and his parents, friends and teachers all said he was very imaginative. It was Kareem's dream to be a famous poet himself one day.

Finally the shop door opened and the owner welcomed the queue of customers in. When Kareem got to the door, the shop owner suddenly rang a bell and everyone started clapping and cheering.

Kareem was very surprised and didn't know what was happening. After a while the shop owner saw Kareem's confusion and explained, 'You are the 50th customer through the door today, young man. There is a big prize for customer number 50 … you will get to meet Al-Nawab. Are you any good at writing poems?'

'Yes! I've got notebooks full of poems,' replied Kareem. He felt a surge of happiness as he understood what was happening. His patience was being rewarded. It was a good thing after all that he wasn't first to buy the latest book.

Unit 2 Lesson 2

5

Presenter: ***Listen. Where do the boys decide to go?***

Boy 1: What would you like to do this afternoon?

Boy 2: I don't know.

Boy 3: How about going to the park?

Boy 4: What, to play football?

Boy 3: Yes. Why not?

Boy 4: No, it's too hot.

Boy 1: I'd rather go to the cinema to watch a film.

Boy 4: I'd rather not. I don't like the films at the cinema at the moment.

Boy 1: OK. What *would* you like to do?

Boy 4: Let's go to the mall. There's a new game shop and we can have lunch there.

Boy 1: Yes! That's a good idea.

Boy 3: I hope you have some money.

Unit 2 Lesson 4

6

Presenter: ***Listen to the interview. Do the students ask any of your questions?***
Student 1: How old are you?
Lucy: I'm 16.
Student 1: Is your father an actor?
Lucy: No, he isn't. He's a doctor.
Student 2: What's the TV programme called?
Lucy: It's called *The Badri Family*.
Student 1: What kind of TV programme is it?
Lucy: It's a comedy. It's really funny.
Student 2: What character do you play?
Lucy: I play the part of Samara. She's the daughter of the family.
Student 3: How did you get the part in the TV programme?
Lucy: I saw a poster at school. It said 'Audition next Friday in the school hall'. So I went for the audition. I did alright but I didn't think I'd get the part.
Student 1: Why didn't you think you'd get the part?
Lucy: Because there were about 200 other girls there!
Student 2: How did they tell you about the part?
Lucy: They phoned. My mother answered the phone. She screamed really loudly so I ran to her. She told me the news and I screamed too! Then we both started laughing – and crying!
Student 1: Did you go to school during the filming?
Lucy: No, I didn't go to school for about six months.
Student 2: Wow! Cool!
Lucy: Yes, but wait a minute! I had a special teacher with me all the time. She taught me in all the breaks and after filming each day.
Student 2: Did you have lots of words to learn?
Lucy: Yes, lots and lots! But of course you only do one part of the programme at a time. You only have to learn a few words at a time.

Unit 2 Lesson 5

7

Presenter: ***Listen to the conversations. Then practise in pairs.***

A

Boy 1: I went to the cinema yesterday.
Boy 2: Oh, yes? What did you see?
Boy 1: *The Night of the Killer Cockroaches.*
Boy 2: What kind of film is that?
Boy 1: It's a horror film.
Boy 2: So, what's it about, anyway?
Boy 1: These cockroaches. They're huge. They start attacking people.
Boy 2: That sounds a bit strange.
Boy 1: Yes, it's not very good.
Boy 2: Who's the main character?
Boy 1: The leader of the team to kill the cockroaches is called Mason Dixon.
Boy 2: What's the ending like?
Boy 1: It's not very good. The cockroaches are cornered and end up being zapped.
Boy 2: So, do you think I should see it?
Boy 1: No, it really isn't very good.

B

Girl 1: I went to the cinema yesterday.
Girl 2: Oh, yes? What did you see?
Girl 1: *Taxi City*.
Girl 2: What kind of film is that?
Girl 1: It's a factual film.
Girl 2: So, what's it about, anyway?
Girl 1: The taxi driver, who is also the director, films and records his journeys and discussions over two or three days.
Girl 2: That sounds a bit strange.
Girl 1: Yes, but it's good.
Girl 2: Who's the main character?
Girl 1: It's the driver – he's called Ahmed. So, it's him and all the different people he takes in his taxi.
Girl 2: What's the ending like?
Girl 1: It's great. It shows how effective a low-budget film can be.
Girl 2: So, do you think I should see it?
Girl 1: Yes. It's on for another week.

Unit 2 Lesson 9

8

Presenter: ***Listen. Sara is talking about her weekend. Complete the table.***
Girl 1: What did you do last weekend, Sara?
Sara: Well, on Friday morning I went to the mall. I met my friends. We went shopping and then had some lunch in a fast food place. In the afternoon, we went to the park. We sat and talked and then went for a walk.
Girl 1: What about the evening? Did you go out anywhere?
Sara: No, I stayed at home and read a book. An adventure story, actually.
Girl 1: Was it any good?
Sara: It was OK. I liked the main character but the ending was terrible.
Girl 1: Why didn't you like it?
Sara: Well, nothing happened. It just ended!
Girl 1: What about Friday?
Sara: I stayed at home in the morning. I had some homework to do. Then I visited my aunt and uncle in the afternoon. They have a swimming pool, so we went swimming. It was nice.
Girl 1: Oh. Where do they live?
Sara: They have a house near the mountains. In the evening we had a barbecue. It was great.

Unit 2 Lesson 10

9

What is your hobby?

Do you have a hobby? What is a hobby? Generally, this is something you do in your spare time for enjoyment and relaxation rather than something you do to earn money. Though sometimes a hobby can turn into a job. Hobbies can include collecting things, doing something creative or artistic, playing sports and other games or, of course, simply watching television. By continually participating in a particular hobby, one can acquire substantial skill and knowledge in that area.

If you live near the river, you may enjoy swimming or fishing. On a sweltering hot day, there is nothing more refreshing than jumping into the cool water and it's fun to

race your friends to the other side. With enough practice, you may even get fast enough to train to enter competitions and one day compete in the Asian Games or the Olympics like Mohanad Ahmed Dheyaa Al-Azzawi did in 2012.
If swimming sounds like too much hard work, fishing may be more your kind of hobby. Traditionally, fishing is something fathers often enjoyed teaching their sons. Many people find there is nothing more relaxing than sitting next to a beautiful lake or river watching nature and feeling part of it. If you are really lucky, you may even catch something to take home for dinner!
Being creative and making things can also be extremely enjoyable. Jewellery making is a hobby which goes back many hundreds of years. You can make beautiful necklaces, bracelets and earrings using many different materials, including silver, glass beads and even shells. They make wonderful gifts for your family and friends, too!
Another ancient craft still popular in many homes is blanket weaving. Many communities share a loom and you can create beautiful patterns using wool, felt, silk or mohair. The patterns on the blankets can vary from region to region and popular colours are bright reds, oranges, browns, yellows and blues. You need a lot of patience for this hobby as it takes a long time to make one blanket, but it is something for your family to treasure for generations.

Unit 3 Lesson 2

10

Presenter: ***Listen and check your ideas.***

1

Voice 2: People are growing taller. People are taller than they used to be because of better food. Scientists say that we are growing two centimetres every ten years.

2

Voice 1: People are living longer. A new baby in Iraq can expect to live for seventy years or more. Thanks to better health services, life expectancy is rising by one year every five years.

3

Voice 2: The population is increasing. The number of people in Iraq is over 35 million and it is going up at a rate of one million per year. This is due to an increase in the birth rate and a decrease in the death rate.

Unit 3 Lesson 3

11

Presenter: ***Listen and look at the pictures.***

Mushtaq: Hi, Mithaq!
Mithaq: Mushtaq!
Mushtaq: What's the matter?
Mithaq: Look! There's a spider on my book!
Mushtaq: So? What about it?
Mithaq: I can't get my book!
Mushtaq: Why not?
Mithaq: I hate spiders!
Mushtaq: Really? I don't mind them.
Mithaq: You must be joking!
Mushtaq: No, I'm not joking. Most spiders are harmless.
Mithaq: I'm not afraid of them. I just don't like them!
Mushtaq: If there were no spiders, you wouldn't be happy.
Mithaq: Oh yes, I would!
Mushtaq: No, you wouldn't. They eat mosquitoes, you know – and flies.

Mithaq: Mm. I suppose they are useful.
Mushtaq: They're very useful. If we didn't have any spiders, we'd have more mosquitoes.
Mithaq: All right, all right! But there aren't any mosquitoes in here. So we don't need any spiders!
Mushtaq: All right. I'll put it outside.
Mithaq: Thanks, Mushtaq.

Unit 3 Lesson 7

12

Presenter: ***Listen to three descriptions and match them to the pictures.***

1

Girl 1: They're small animals. They can only be seen at night. They sleep in the daytime.
Girl 2: What do they look like?
Girl 1: Well, when they're flying, they look like birds. But really they're quite different. For example, they have big ears. Some of them look like mice.
Girl 2: Mice?
Girl 1: Yes. Mice that can fly! I don't like them very much.

2

Boy 1: They're long and thin animals. They can be found in deserts.
Boy 2: What else do you know about them?
Boy 1: They have long fangs with poison in. You can be killed if you are bitten.
Boy 2: They sound scary! I hope I never get bitten by one!

3

Girl 1: They're quite big animals with beautiful grey and white fur.
Girl 2: Where can they be found?
Girl 1: They can be found in many places in the Middle East, Asia, Europe and America. Some people are scared of them but there aren't many of them and they do not like to live near humans.
Girl 2: I think they're beautiful.
Girl 1: Me too.

Unit 4 Lesson 1

13

Presenter: ***Listen to two speakers. What are the important words in each case?***

Announcer 1: And now, here is the weather for tomorrow. In the morning, it will be sunny and hot. In the afternoon, there will be some cloud and there is a chance of rain.
Announcer 2: It is 9 o'clock and here are the news headlines. The President of Tunisia is arriving in Baghdad at 11 o'clock today. In the morning, he will meet the Prime Minister. In the afternoon, he will visit the Iraq Foundation. He flies on to the UAE this evening.

14

Presenter: ***Listen to some long words from the course. Write the words you hear.***

Voice:

1 Supermarket. I went to the supermarket.
2 Beautiful. It's a beautiful car.
3 Artistic. She's a very artistic person.
4 Character. The main character is called Marcus.
5 Adventure. It's a very exciting adventure story.
6 Stadium. Ali went to the football stadium.
7 Information. Ask the woman at the information desk.
8 Fantastic. I just bought a fantastic new phone cover.

15

Presenter: ***Listen to two announcements. Make a note of the important information in each case.***

1 At the airport.

Voice 1: This is the final call for A320 to Beirut. Would all passengers for flight A320 to Beirut go to Gate 7? That's the final call for flight A320 for Beirut leaving from Gate 7.

2 At the shopping mall.

Voice 2: Attention please. I have a special announcement about this week's competition. This is the number of the winning ticket. The number is green 428. The green, four hundred and twenty-eight. If you have number 428 green, come to the information desk for your prize.

Unit 4 Check your progress

16

Presenter: ***Read the two questions. Listen to the announcement and answer them.***

Announcer: Can I have your attention, please? We have a report of a young girl missing in the shopping mall. Her name is Jenny Green. She is eight years old. She has straight black hair and brown eyes. She is wearing a blue shirt and white trousers with black trainers and socks. So that's a missing child called Jenny Green. She's eight with straight black hair, brown eyes. She has a blue shirt, white trousers, black trainers and black socks.

17

Presenter: ***Look at the descriptions. Listen to the announcement again and tick the correct adjective.***

[The announcement is repeated.]

18

Presenter: ***Read the questions. Listen to the advertisement and answer them.***

Announcer: Do you need a new car? Do you want to buy the best? Come to Best Cars in Al-Zaytoon Street. We have the new Panther four point five in stock. It has electric seats. It has electric

windows. It has a sunroof and a CD player. It even has a DVD player for the kids in the back seats. And it has lots of space for six people. This beautiful car has everything that you expect in an expensive car. But it is not expensive. It is cheap to buy at 15 million Iraqi dinars. That's just 15 million Iraqi dinars. And it's cheap to run – it does 14 kilometres to the litre. Yes, that's right. 14 kilometres to the litre. So if you want a beautiful 6-seater car with electric windows and seats, a CD player and a DVD player, come to Best Cars now and test drive the Panther four point five.

19

Presenter: ***Read the list of features. Listen to the advertisement again and tick the features you hear.***
[The announcement from track 22 is repeated.]

Unit 5 Lesson 1

20

Presenter: ***Listen to three conversations.***

1 Ali is talking to Fahad.

Ali: What did you do last night, Fahad?
Fahad: I stayed at home.
Ali: So what did you do at home?
Fahad: I watched football on television. India and Brazil.
Ali: India and Brazil! Who won?
Fahad: Brazil.
Ali: Yes, I'm sure they did. What was the score?
Fahad: 9–0. [laughter] It wasn't a very good match!

2 Ali and Fahad are talking the next day.

Fahad: There was a good match on television last night, Ali.
Ali: Really? Better than the Brazil – India match, I hope.
Fahad: [laughter] Yes. It was really exciting.
Ali: Who played?
Fahad: Juventus and AC Milan.
Ali: Yes, that sounds much better. What was the result?
Fahad: Two – two.
Ali: So neither of them won, then?
Fahad: No, I don't like a draw, but it was still a good match.

3 Ben is talking to James.

James: Did you watch the match last night, Ben?
Ben: Yes, I did. I always watch Manchester United.
James: Was it good?
Ben: Yes, very good.
James: Who did Manchester play?
Ben: They played Arsenal.
James: Oh, really? Who won?
Ben: United, of course.
James: By how much? What was the score?
Ben: It was 3–1. They got two goals right at the end.

Unit 5 Lesson 2

21

Presenter: ***Listen to the interview between Nawal Ramzi and a reporter from the Iraqi Morning News.***

Reporter: Good morning. Today, we are talking to the well-known dentist, Dr Nawal Ramzi. Dr Ramzi, first of all, where were you born?

Dr Ramzi: I was born in Mosul.

Reporter: What were you doing before you became a famous dentist?

Dr Ramzi: Well, I was already a dentist, and I was reading a lot at home and keeping in touch with a large number of dentists in different countries around the world.

Reporter: I see. So what changed your life?

Dr Ramzi: One day I was treating a tooth for one of my patients. It was badly decayed and needed to be pulled out. Everything was fine but all of a sudden the gum started bleeding. I tried and tried until I finally succeeded in stopping the bleeding. I resumed my work again. It was a lesson for me to work harder and find newer, smarter methods to treat bad teeth.

Reporter: What happened then?

Dr Ramzi: I participated in different workshops on using lasers in dentistry. I opened a large new dental clinic using modern equipment to make my work more successful.

Reporter: Are you happy with your work now?

Dr Ramzi: Oh, yes, very happy because I am helping people in my city to have healthy teeth. I also offer free treatment to poor families and to the families of Iraqi soldiers.

Reporter: Now, show me the new equipment that everybody is talking about …

Unit 5 Lesson 6

22

Presenter: ***Listen and check your answers.***

1 Khaled's father is ringing about a mountain bike for sale.

Khaled's father: What kind of bike is it?

Man: It's a mountain bike.

Khaled's father: What size is it?

Man: It's smaller than a man's bike.

Khaled's father: Is it in good condition?

Man: Yes, very good.

Khaled's father: What colour is it?

Man: It's mainly red.

Khaled's father: How many gears does it have?

Man: Twenty-one.

Khaled's father: Does it have any extras?

Man: No, but it's a really good bike.

Khaled's father: What about lights?

Man: No, it hasn't got any lights.

Khaled's father: How old is it?

Man: It's only a year old – it's as good as new.

Khaled's father: How much is it?

Man: It's 75,000 dinars.

Khaled's father: Would you take less?

Man: Well, maybe 70,000.

2 Khaled's father is ringing about a town bike for sale.

Khaled's father: What kind of bike is it?
Woman: It's a town bike.
Khaled's father: What size is it?
Woman: It's the same size as a man's bike.
Khaled's father: Is it in good condition?
Woman: It's OK, but the front tyre is worn.
Khaled's father: What colour is it?
Woman: It's brown.
Khaled's father: How many gears does it have?
Woman: It doesn't have any.
Khaled's father: Does it have any extras?
Woman: Um ... I don't think so.
Khaled's father: What about lights?
Woman: No, but it has reflectors.
Khaled's father: How old is it?
Woman: It's about ten years old.
Khaled's father: How much is it?
Woman: It's 50,000 dinars.
Khaled's father: Would you take less?
Woman: No, sorry. 50,000 is a good price.

Unit 5 Lesson 8

23

Presenter: ***Listen to three people talking about the most popular subjects in their class. Fill in the table with 1, 2, 3 – to show which subjects are first, second and third most popular.***

Noura: Most students in my class like English, but it is not as popular as sport. Those are the two most popular subjects. A few students like geography but hardly anyone says maths is their favourite. A few people like history best but geography is more popular than history.

Faisal: The most popular subject in my class is maths and the least popular is geography. Most students like history – it's nearly as popular as maths – and a few students like English best. Not many students enjoy sport.

Hani: The least favourite subject in my class is history. No one said it was their favourite. geography was the most popular and lots of students enjoy sport too. The third most popular subject is English. Only a few people said they liked maths best.

Unit 5 Lesson 9

24

Presenter: ***Listen to the two conversations.***

1 Khaled is talking to Fahad.

Khaled: I phoned you yesterday, in the evening, Fahad. Where were you?
Fahad: Well, I was in at six. I was watching television.
Khaled: That's about when I phoned. Why didn't you answer?
Fahad: Maybe I didn't hear, Khaled. I was watching the news. It was very interesting last night.
Khaled: Oh, I missed the news. It starts at six, doesn't it? Was there anything on after that?

Fahad: Yes, there was a good programme. *The Pyramids of Giza*, I think.

Khaled: So you stayed and watched that?

Fahad: No, I didn't even finish watching the news. Jaber came round and we went to the park to meet some friends.

Khaled: Why didn't you phone me? I could have come too.

2 Noor is talking to Mariam.

Noor: Hi, Mariam. I didn't see you last night. Where were you?

Mariam: Oh, I wanted to stay in. I was tired last night.

Noor: Yes, you were up late the night before doing that homework, weren't you?

Mariam: That's right. And there was a good programme on at six thirty, a documentary.

Noor: What was that?

Mariam: It was called *The Pyramids of Giza*. It was very interesting. I like programmes about history. And Egypt is an amazing place.

Noor: Did you watch the next programme, *The Man* ...?

Mariam: No, I didn't even finish what I was watching. Amna came round at seven and we went to my cousin's house. What about you, Noor?

Noor: I was just saying, I watched the film that came next. It was called *The Man from Australia*.

Mariam: Oh, yes, Aisha said it was really good.

Noor: No, I didn't like it. It was really long. It started at seven thirty and went on until ten thirty.

Mariam: So what did you do?

Noor: Oh, I finished watching it. I didn't have anything else to do. I was feeling tired last night as well.

Unit 5 Lesson 10

25

A powerful lesson for everyone

Every year, *Al Sabah* newspaper makes a special offer to two young students from local schools. In the summer holidays these students can work as reporters on the paper. They can see what reporters really do in their jobs and they can learn to write reports.

Last summer, Salam Ahmed was the lucky boy. He was 15 years old and he wanted to be a reporter. On his first day at the paper he took a new reporter's notebook. One of the reporters was showing Salam his desk when the editor came in and said, 'A big new restaurant is opening in Baghdad next Tuesday. I need someone to write a good report on the event.'

'I can do it,' Salam said.

On Tuesday Salam took his notebook and camera and went into the new restaurant. Salam watched everything, but one special thing attracted his attention. A young boy was taking his old father, who was in a wheelchair, to the restaurant for a treat. The boy bought his father some food. The father was very old and weak and dropped food on his shirt and trousers while he ate. Many of the other customers watched the old man in disgust but his son looked at him with love and respect. After the old man had finished eating, his son, who was not at all embarrassed, quietly took him to the washroom and patiently wiped the food from his

clothes, combed his hair and straightened his spectacles. When they came out, the entire restaurant was watching them in dead silence, not able to grasp how someone could embarrass themselves publicly like that.

The son, very proud and pleased, started walking out through the crowd with his father. As they left, a wise old man called out to the son and asked him, 'Don't you think you have left something behind?'

The son replied, 'No sir, I haven't.'

The old man said, 'Yes, you have! You left a lesson for every son and hope for every father.'

The restaurant went silent. Salam was watching everything and followed the boy and his father. After asking them questions and taking notes, he thanked the boy and kissed the old man on his head. Salam made his very first report about this touching story and it was praised by everyone.

Unit 6 Lesson 3

26

Presenter: ***Listen to Layla and Dania's conversations with the Headteacher. What are the main differences between Layla and Dania?***

1

Headteacher: Good morning, Layla. Please sit down. How can I help you?

Layla: I don't know.

Headteacher: Well, do you have any career plans?

Layla: Career plans? No, I haven't got any plans.

Headteacher: None at all?

Layla: No ... Actually, I do have a plan. I'm going to leave school as soon as I'm 16.

Headteacher: I see. And what are you going to do when you leave school?

Layla: Oh, I don't know. Get a job, I suppose.

Headteacher: What kind of job do you think you will get?

Layla: I've no idea! I'll do anything, but I'm never going to do another exam.

Headteacher: What are your interests, Layla? Clothes? Music? Computers? Travel?

Layla: No! Definitely not!

Headteacher: What are you good at?

Layla: I'm quite good at drawing I suppose.

Headteacher: Perhaps you could apply to Art school and study drawing and painting further. You might even find a job using the skills you learn there.

Layla: Oh, well, yes. That's a great idea. Do you think I could? ...

2

Headteacher: Hello, Dania.

Dania: Good morning, Headteacher.

Headteacher: Well now, Dania, do you have any career plans?

Dania: Oh, yes, Headteacher. I'm going to be a vet.

Headteacher: A vet? That's a tough course, and it takes a long time at university.

Dania: Yes, I know. I've found out all about it and I'm going to do it.

Headteacher: Excellent! Now, do you know which school subjects you will have to study?

Dania: Yes, I do. And I know that I'm going to have to work hard and get good exam results.

Headteacher: That's right. And will you be able to do that, Dania?
Dania: I hope so. I've worked really hard this term.
Headteacher: That's good, because you'll have to carry on working hard for the next three years and then at university.
Dania: I know. But it'll be worth it because vets earn a lot of money.
Headteacher: That's true. But money isn't everything. It's important to like your job.
Dania: That's not a problem for me. I love being with animals.

Unit 6 Lesson 5

🎧 27

Presenter: ***Listen to two conversations, then study the grammar box.***

1
Girl 1: Can I borrow a ruler, please?
Girl 2: Sure. Which ruler?
Girl 1: The one you used in maths.
Girl 2: Sorry. The ruler I used in maths is in the library.

2
Man 1: I went to London in the holidays.
Man 2: Wow! Did you enjoy the sightseeing?
Man 1: I do like sightseeing, and the shopping was amazing.

Unit 6 Lesson 6

🎧 28

Boy: Excuse me, Mr Saad, I need to buy a new science book so I can do my homework. Can you tell me how to get to the bookshop?
Mr Saad: Of course, Hassan. Go out of the school and go straight on until you reach the traffic lights. Turn left onto Al-Jumhuriya Road. Go along Al-Jumhuriya Road for around 300 metres and then take the second right. Go past the hotel and the supermarket and then take the first left onto Al-Rasheed Street. Take the first right and the bookshop is on the left just after the café.
Boy: OK. So that's left onto Al-Jumhuriya Road, second right, then left and right again and the bookshop is on the left next to the café.

Unit 6 Lesson 8

🎧 29

Presenter: ***Listen to the interview.***
Faisal: Mr Pearson, I'm doing a school project about careers. Do you mind if I ask you some questions about your career?
Bob: No problem. What would you like to know?
Faisal: Well, could you tell me about your present job first?
Bob: Yes. I'm an English teacher and I work for IP.
Faisal: IP?
Bob: Iraq Petroleum.
Faisal: Thank you. Is there a school at Iraq Petroleum?
Bob: There's a training centre.
Faisal: I see. And can you tell me what your duties are?
Bob: I teach English to trainees.

Faisal: What kind of trainees?

Bob: Young people who are training to be technicians or fire officers.

Faisal: Just let me get that down, please. Right. May I ask you about your own training?

Bob: Well, after school, I went to university. That was in London – the University of London. I studied English there for three years. Then I did a teacher-training course for one year.

Faisal: Did you start working after that?

Bob: Yes. I got my first job at a school in Italy, teaching English.

Faisal: Did you teach children or adults?

Bob: Children. After that I went to Turkey. I taught adults there – business people, doctors, and so on. I was there for two years. And then I came here.

Faisal: What are the advantages of your present job? I mean, what do you like about it?

Bob: Well, I enjoy working with young people. And I love being in Iraq. It's a great place!

Faisal: Are you just saying that because this is my country?

Bob: No, no. Not at all! There are so many opportunities for things like visiting historical sites and interesting places – oh, lots of things. And I find that people everywhere are very friendly.

Faisal: You definitely like Iraq! Are there any disadvantages?

Bob: Well, it is sometimes too hot to do anything!

Faisal: I think you should stay here forever! But what are your plans for the future?

Bob: Well, um ... I'm not sure. I'd like to stay here in Iraq, but I think I'm going to go back to university and study for a higher degree.

Faisal: Do you have to do that?

Bob: No, but I want to. It will improve my career. Then I'll go to another country to work.

Faisal: Thank you very much for helping me with my project.

Bob: Not at all. Good luck with it.

Unit 7 Lesson 1

30

Presenter: ***Listen and check your ideas.***

Voice 1: Farouk has been to Turkey. He has a postcard of the Bosphorus.

Voice 2: Lina has been to France. She has lots of souvenirs –this is a key ring of the Eiffel Tower.

Voice 1: Zahra has been to Japan. She brought back a souvenir of a doll dressed in a kimono.

Voice 2: Mansour brought back a mug with the famous cedars of Lebanon on it. So, he's been to Lebanon.

Voice 1: Hosni and Hussein both bought T-shirts with the British flag and Big Ben printed on them. So, they've been to Britain and probably to London.

Voice 2: Fatima has had an amazing trip. She has been Saudi Arabia and to Mecca.

Voice 1: Amina and Aisha have been to Egypt. They brought back a souvenir of a pyramid.

Voice 2: Khalil has been to India and has seen the Taj Mahal in Agra. He says it is very beautiful.

Unit 7 Lesson 5

🎧 31

1

Boy 1: What's wrong, Yousef?

Boy 2: I've got a really bad headache.

Boy 1: Oh, I'm sorry. Can I get you anything?

Boy 2: That's OK, thanks. I'll go and lie down for a while.

2

Hassan: Hi Omar! Oh no! I'm so sorry. I've just spilled my water on your shoe.

Omar: Don't mention it, Hassan. It's only water. I can wipe it off easily.

3

Teacher: Please open your book to page 18.

Boy: Pardon, sir? I didn't hear which page.

Teacher: Page 18.

Unit 7 Lesson 7

🎧 32

The Asian Games

The Asian Games are held every four years. Young people from all over Asia compete in more than 30 kinds of sport. It is an exciting festival. Strength and skill are tested and friendships are built between people from different countries. The Games are also an opportunity for cultural exchange because the programme includes musical performances and exhibitions of architecture and the arts.

History of the Games

The Asian Games were started after the end of the Second World War. The idea was to build international friendship through sport. This idea came from India, so the first Games were held in the Indian capital, New Dehli, in 1951. In that year, 489 athletes from 11 countries took part in the Games. Since then, the number has grown, and now more than 40 countries compete in the Games.

The OCA

The Asian Games are organized by the OCA. These letters stand for the Olympic Council of Asia. Forty-five countries and regions are members of the OCA, and most of them have won medals at the Games.

Where they've been held

Most recently, the Asian Games have been held in Doha, Qatar (2006), Guangzhou, China (2010), and Incheon, South Korea (2014).

Iraq's record in the Games

An Iraqi team has attended the Asian Games seven times since 1974. Up to 2014, Iraq has won six gold medals, 15 silver medals and 23 bronze medals, which is unusually good for a country in a difficult situation. An extraordinary Iraqi competitor was Ali Adnan Amir, who at just 10 years old competed in a men's 200m individual medley heat at the Asian Games in Doha, Qatar on 6 December, 2006.

Unit 8 Lesson 1

33

Presenter: ***1. Hamid has just arrived at Jassim's house. Listen carefully.***

Hamid: Are you ready to go to the sports club, Jassim?

Jassim: Er, no. I'm afraid not.

Hamid: Why not? You said you'd be ready at three forty-five.

Jassim: I have a problem, Hamid.

Hamid: What's the problem?

Jassim: Well, my father says I have to clean the car before I go out. I've started, but I haven't been able to finish. It'll take another half hour.

Hamid: Jassim! You're hopeless! We'll be late for the coach. Training starts at four sharp!

Jassim: If you gave me some help, ...

Hamid: Well, I would help you, Jassim, if ...

Jassim: Great, Hamid! You're a real friend! Look, you do the inside.

Hamid: Hold on! I said I would ...

Jassim: Yes, you did, and I'm very grateful.

Hamid: But you didn't let me finish. I was going to say ...

Presenter: ***2. The manager has called John Green into his office. Listen carefully.***

John Green: You wanted to see me, Mr Pearson.

Manager: Yes. Come in and sit down.

John Green: Thank you.

Manager: When did I last ask you to come and see me?

John Green: Oh, ages ago.

Manager: No, not ages ago. I talked to you seven days ago and seven days before that. Do you remember what I said to you?

John Green: Ah, well, you asked me to do one or two things, I think.

Manager: I didn't ask you to do anything. Two weeks ago I told you that your work was not good enough. I agreed to give you a chance to improve. One week ago, I told you that your work was no better. I said that if it didn't improve over the next week, you would lose your job. Do you think your work has improved?

John Green: Well, er ...

Manager: I can tell you, it hasn't.

John Green: But, Mr Pearson, I've worked with this company for ten years and ...

Manager: No, that's wrong, John. You worked with this company for ten years. Goodbye.

Presenter: ***3. Fadia and Noura are in charge of their monthly class magazine. Listen to them talking about it.***

Fadia: We must have all the articles in tomorrow. Let's see which ones we already have.

Noura: We have everything except the town news article.

Fadia: Who's writing that?

Noura: Haya.

Fadia: Oh, dear. Haya always leaves things to the last minute. We'd better phone and remind her ...

Haya: Hello.

Fadia: Hello, Haya. Fadia here. I'm phoning about the class magazine.

Haya: Oh, yes. I'm writing the town news article.